

**ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES AND
LITERATURE
(GRADUATE PROGRAMME)**

**A STUDY ON 10+2 SELF- ACCESS ELT
MODULES WITH REFERENCE TO ALPHA AND
ST. MARY'S UNIVERSITY COLLEGES**

LEUL KINFU

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**BY
LEUL KINFU**

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FOREIGN LANGUAGES AND LITERATURE**

**A Study on 10 + 2 Self- Access ELT Modules
With Reference to Alpha and St. Mary's
University Colleges**

**By
Leul Kinfu**

Approved By Examining Board:

Advisor

Signature

Examiner

Signature

Examiner

Signature

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LIST OF ABBREVIATIONS

DE = Distance Education

ELT = English Language Teaching

TVET = Technical, Vocational and Education Training

SALL = Self-Access Language Learning

DL = Distance Learning

SAL = Self-Access Learning

SAC = Self-Access Centre

DEFINITION OF IMPORTANT TERMS

Evaluation: Making a judgment of good or bad, right or wrong, valuable or useless according to standards designated (Beauschel, et al, 2005).

Interpretation: Discovering Relationships among facts, generalizations, definitions, values and skills. For example: taking notes at a lecture, and then using one's notes to answer evaluative questions about the content of the lecture (Beauschel, et al, 2005).

Translation: Changing information into a different symbolic form or language. E.g. reading information in a text then is scanning to find specific facts in order to put the correct data in a chart, map or other graphic displays (Beauschel, et al, (2005).

Tutor: A support system for learning. A tutor is acting as a facilitator for learning and group processes (Beauschel, et al, 2005).

ABSTRACT

Self-access material evaluation is an important practice in ELT material design and development. However, locally, much research has not been done in the field. Therefore, to design and apply criteria for the evaluation process of the ELT self-access modules and carry out a research in our context is a crucial phenomenon..

This study deals with the evaluation of a self-access module undertaken at St. Mary's and Alpha University Colleges (Basic English II and English 10+2 respectively).

Having formulated framework questions of self-access material evaluation, questionnaires and document analysis have been administered to collect data and results were analyzed using percentages, frequency and median.

Statistical analysis reveals that the materials are not at the right standard or level of quality to a self-managed language learning /teaching. Yet the majority of users and tutors of text 1 still want to use the material. On the other hand, unlike to their tutors, considerable number of users of text 2 seems to be only partially satisfied by the material. Finally recommendations have been given based on the findings.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Due to technological advancement and shifting market condition of the world, it seems that there is high demand of education. These days people are preferring to learn on their own suitable time; and according their pace and interest.. Self- access learning enables users to get an opportunity of learning as they are disadvantaged by limited time, distances and physical ability. Globally, educational institutions are answering this phenomenon by developing self access educational programmes.

This is also true in the Ethiopian context starting from the last few years due to the expansion of colleges and the high demand of learning. It has been observed that self-directing learning and designing ELT modules is a day-to-day experience. It is often observed that colleges have been introducing the programme through medias.

In the researcher's view, the self-access language learning programme is essential in our context as it enables users to choose their learning objectives, learning approaches and materials; and can allocate time according to their individual needs and interests.

However, what is important to mind here is that, in western countries, the self-directing language learning programmes are carried out using self-access centers equipped with necessary resources such as computers-mail and other supplementary materials which can help the learner to achieve his/her personal language learning objectives.

In Ethiopia, there is shortage of self-access centers and resources. The most important, probably the only available access to use for the system is materials in print (modules). In other words the modules have a paramount importance for Ethiopian self-directed learners and teaching system.

The self-access language learning modules are specially written materials which have the advantage that they are relevant to the needs of the learners for whom they are written and that they are specifically designed for self-instruction (Dickinson 1991).

The thing one should bear in mind for preparation of self-instructional course materials is that when they are in use there may be no readily available teacher to administer, supplement or explain them. Consequently, the materials themselves should ideally contain the help and information which a teacher would supply (Dickinson 1991, Gardner and Miller 1999). This implies that since there is no teacher to give information on how to use the materials, they must be fully explicit in a language understood by the learner. Since there is no teacher to give information on meanings, grammatical information and so on, these must be supplied in the modules (Ibid.).

According to Dickinson (1991), Gardner and Miller (1999); Sheerin (1989); Richards (1994) and others, self-instructional materials should have the following features:

- Clear instruction and objectives;
- Meaningful language input;
- Variety of activities;
- Flexibility of materials;
- Learning instructions;
- Language learning advice;
- Feedback and tests;
- Reference materials;
- Advice about record keeping;
- Indexing;
- Motivational factors;
- Advice about progression;
- Language learning strategies; and others.

Having all this in mind, Candy (1991) suggests that researchers should explore how learners engage more fully and enter more deeply into the

material and strategies learners employ. Besides, according to McDonough and Shaw (1997), the ability to evaluate ELT materials is a very important professional activity for all EFL teachers.

Tomlinson (1996) also argues that the process of material evaluation can be seen as a way of developing our understanding of the way in which it works and in doing so of contributing to both acquisition and pedagogic practices(See section 2.7 for detail)

1.2. Statement of the Problem

In Ethiopian context, complaints and dissatisfactions are frequently heard on the quality of distance learning and teaching process. One of the complaints often heard is ELT modules are below standard.

Some modules are criticized for that they are not sufficiently stimulating , lacks appropriate layout, lacks pictures, maps and visual aids because a self- access course book without illustrations, photographs and diagrams is blind (Richards 1994).

It is also claimed that the modules do not take the learning capacity and styles of the learners into account as they do not provide sufficient suggestions or learning strategies to achieve the objectives set by a given self-access programme(ibid). In some cases it is observed that the face-to-face materials are used directly for self-access purpose with only a little modification. The attempt to supplement the self-access materials with self-access centers and resources thereof is not observed. Some of the frequently criticized materials are the ELT modules designed for technical, vocational and education training (TVET) learners by some institutions which run the programme. Learners in the TVET programme are qualified with 10+1 and 10+2, certificate levels; and 10+3 diploma levels. The researcher frequently heard from colleagues who are practicing in the programme claiming that the materials do not have the right standard for self-managing English language learning purpose, specifically the 10+2 ELT self- access modules which are currently being used. These texts are exposed to criticisms (please see the description of the modules included in the study in section 3.3.

It must be clear that preparing an integrated language course is probably one of the most highly technical of all instructional materials production. Therefore, material writing should be best attempted only by those professional ELT material writers who devote all of their knowledge, time and energy Richards (1994). In other words, a self-access language material requires expertise. However, in our context, people in the field of education complain that many ELT self-access materials are not written by the right experts.

In addition, my reading on self-access materials coupled with my experience as a teacher, have cast doubt on the purpose that it is designed to serve. Therefore, to carry out this project is timely and important. The problem really inspired and led me to carry out the study

Furthermore, locally, there have not been much research works on self access learning and self-access material design as it is a new phenomena. However, Ejeta Negeri (2005) has studied on the effectiveness of the implementation of distance education (Project, 17,000) specific to English language courses. The purpose of the project was for up grading 17,000 first cycle Ethiopian teachers to diploma level (see chapter two for details).In the study, an attempt has been made to provide data on the users' perception towards the suitability of the material. However, it fails to consider the most important features or criteria for evaluating self -access material and it was so narrow. Besides, Besrat Petros (1998) has evaluated 'Grade ten English text.' Selamawit Tesfaye (1991) has evaluated the 'Freshman English 101.' Tezera Kidane (1987) has evaluated 'Grade seven English textbook.' There are also other local student researchers who have made an attempt to evaluate different ELT texts for the fulfillment of Bachelor of Art (BA thesis) in Addis Ababa University. However, none of them have made a study on self-access material. Thus, this study not only endeavors to address the complaints stated before but also fills the research gap identified above.

1.3. Objectives of the Study

The objectives of the present research are:

1. To explore if the self-access materials have an acceptable standard or level of quality and appropriateness to the learners they are being used.
2. To identify the major weaknesses of the self-access materials, if any.

1.4. Self-access Material Evaluation Framework

ELT material evaluation is a procedure that involves measuring the potential value of a set of English language teaching/learning material. As it involves making judgment about the effectiveness of the material to its users based on the evaluative criteria, the following questions were used as a frame work to be answered in the present study.

1. Are objectives provided in each activity in the materials? Are they precise and clear?
2. Does the language used in the material meet to the level of the users? Is it authentic?
3. Are the activities stimulating? Are they balanced for fluency and accuracy? Do they incorporate pair, group and individual work? Do they encourage meaningful communication?
4. Do the materials cater for different preferred learning styles? Do they provide learning strategies too?
5. Are the instructions clear and simple? Do the instructions include advice on how to do activities, how to learn the skills; and how to plan his/her work, etc?
6. Are the answer keys informative?
7. Do the materials provide glossary and materials for how to pronounce words by combining cassette recording and nation with instruction on learning pronunciation?
8. Do the materials consider content lists to enable the learners to find explanations of grammatical or discourse points?

9. Are the materials attractive and inviting to users? Are they stimulating? Do the materials provide useful opportunities for the users to think for themselves?
10. Do they make use of their experience of life, interest, enthusiasms, views, attitudes and feelings? Do they consider human interactive nature? Do the materials help learners to achieve connections with their own lives?
11. Is there an acceptable balance of skills?
12. Are the contents relevant, realistic, interesting, challenging and motivating? Are the materials culturally biased?

1.5. Significance of the Study

It is believed that the research can:

- Rise awareness of distance materials designers and developers.
- Stimulate researchers to study the distance programmes in the country.
- Inspire material evaluators to carry out similar studies on other materials and settings.
- Provide information for the concerned colleges to revise their materials.
- Extend the scope of knowledge of professionals in the field (See section 2.7 for more information).

1.6. Limitations of the Study

It is believed that one of the starting points in any material evaluation is an analysis of the authors' credentials. Thus, data should have been collected through interview with the concerned principals or educational administrators of the institutions about the authors of the texts included in the study. Moreover, some of the tutor and student subjects should have been interviewed so as to strengthen the data. Unfortunately, it was not possible to do so due to time constraint.

1.7. Organization of the Study

As the study consists five chapters, the second chapter deals with the review of literature. The third chapter presents the methodology of the study. The fourth chapter will present the analysis of the study and the final chapter deals with the conclusion and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. What is Self-Access Language Learning?

The concept of self-access language learning (SALL) is defined or described using different terms by different writers though there is not clear difference. Shreein (1991) as quoted in Detarmani (1999: 124) defines self-access language learning as 'A way of describing materials that are designed and organized in such a way that students can select and work on tasks on their own... and obtain feedback on their performance'. Aston (1993) as quoted in Detarmani (1999: 125) defines self-access as ' A place where an individual is free to choose the activities to carry out and the time to dedicate to them, learning is self-directed and autonomy is encouraged'.

Reley (1982), Littlejohn (1985) and Holec (1981) quoted in Yeung and Hyland (1999: 159) define self-access learning as:

Self- directed language learning where by learners have access to a range of learning materials and can choose their own learning objectives, learning approaches and materials, and can allocate time spent according to their individual needs as language learners.

According to Dickinson (1991), self-access learning has only a slight difference with terms like self-instructed, self-directed, autonomy and individualized instruction. The term self-access learning may be different from the others that it refers modes of learning in that they are concerned with the activities of the learner, the teacher and their interaction. Where as self-directed describes an attitude to learning in which the learner accepts responsibility for his learning (*Ibid.*). On this issue, Gardner and Miller (1999) state:

Approaches which assist learners to move from teacher dependence towards autonomy are described in various terms, the most common are: self-directed learning, self-instruction, independent learning and self-access learning. Although proponents of these approaches may argue for differences between them, there are more similarities than differences (Gardner and Miller 1999: 8).

On the other hand, the term self-access learning overlaps with the definition of distance learning (DL). Holberg (1977) as cited in Richards (1994) defines distance education as:

The term 'distance education' covers the various forms of study at all levels which are not under the continuous immediate supervision of tutors present with their students in lecture rooms or on the same premises, but which, nevertheless, benefit from the planning, guidance, and tuition of a tutorial organization (Richards, 1994: 10).

Similarly, according to Sampson (online), distance learning (DL) refers mainly to a mode of delivery (independence learning at a distance through the means of self-study texts and non-contiguous communication). Self-access learning (SAL) can be conducted in classroom, in a dedicated self-access center (SAC) or elsewhere, and it can be incorporated into language courses (Gardner and Miller 1999: 11). Therefore, all self-access learning cannot be distance learning but distance learning is part of self-access learning.

Furthermore, some other popular terms representing self-access learning are independent study, flexible or self-paced learning and individualized-instruction (Shane (online)). Still others call it self-managed learning.

Therefore, the variety of terms does not present a serious problem. It is reasonable to use interchangeably. With this in mind, mostly, the term “self-access” has been used through out the research paper. The researcher believes that the key features discussed below can bring the terminologies into one idea.

2.2. Features of Self-Access Learning

From the definition discussed earlier in section 2.1, it is implied that self-access approach requires learners to be responsible, diligent and motivated. They have to decide effectively what to learn and how to learn from a very wide choice, which is at their disposal (Detarmani, 1999). In self-access learning, as it is discussed by Richards (1994: 1), (a) there is separation of teacher and learner which distinguishes it from face-to-face learning, (b)

which lies at the heart of the definition, the use of technical media, usually print, to unite teacher and learner and carry the educational content, (c) the possibility of occasional meetings for both didactic and socialization purposes. This implies that there is no regular class participation and individual learner is responsible for his/her own learning. Hiemstra (1991 [online]) discusses that basic elements that describe self-access learning are: (a) responsibility or control over learning personality, and (b) context for learning. In other words, as most self-access learners are expected to be adults and to act as such or learn to have adult behaviors, there is an intuition that control over their learning and the context or setting that surrounds the learners is constantly demanding them to be self-access learners (*Ibid*). A self-access learner is then responsible for his/her advancement in his/her career.

In self-access learning, learners have a great deal of room in decision-making related to their learning. It is up to the learner to achieve the objectives set by the institution or by him/her self. On this point, Dickinson (1991:5) writes that self access learning is used to refer to situation in which a learner with others or alone, is working without the direct control or help of a teacher. This implies that self-access learner should be competent enough to take risk of his own learning.

The features imply that self-access learners are free to select preferred learning modes and strategies. Resources to facilitate self access learning are, therefore, selected and designed to meet the features.

With this fact in mind, let us see the different types of resources used for self-access language learning below.

2.3. Resources of Self-Access Learning

The three important resources of self-access learning according CIEL project journal 2000 (online) are discussed below:

2.3.1. Electronic Resources

These are provision of communication and information technologies which include any computer based resources, E-mail, World Wide Web and the like in a self-access center.

2.3.2. Human Resources

These are to exploit people who know the target language for self-access language learning purpose in countries where the target language is not used on regular bases.

2.3.3. Conventional, Mixed Media Resources-

These include: published language learning materials, authentic materials and specially produced materials.

As this research is to evaluate a self-access 'material in print', it is limited to treat the literature on the conventional, mixed media resources only. Therefore, the following section presents then the most important resources used for self-access learning in developing countries like Ethiopia, i.e. material in print. According to Richards (1994), 80-90 percent of self-access materials fall into this category.

It is believed that materials for self-access learning should suit the language learning needs of their students and should be appropriate to the contexts in which the students are learning. Self-access materials are materials designed for learner to use independently (i.e. on their own without access to a teacher or a classroom) (Tomlinson 1998: vii). Before we see the specific design features of the self-access material, the sources should be treated first.

There are three sources of materials in print for self-access learning: authentic texts-used directly by the learner; commercially available sources and other materials used as they are or after adaptation; and materials which are specially written by the staff of the institution (Gardner and Miller, 1999; and Dickinson 1991).

2.3.3.1. Authentic Texts Used Directly by the Learner

Authentic materials are materials produced for some purpose other than language learning/teaching (Tomlinson, 1998: viii). Gardner and Miller (1999: 101) and Dickinson (1991: 68) give a number of reasons why authentic materials (e.g. newspapers, magazines, brochures, lectures, games, off-air recordings and films) are valuable for language learning. According to them, the authentic materials motivate learners, promote language acquisition, contribute to language immersion and provide for learners with discipline.

According to Gardner and Miller (1999), authentic materials may potentially make use of any grammatical structure and any vocabulary item in the target language. However, it can also make them inaccessible to beginners and elementary learners. Besides, there may be difficulties in cost of locating good materials and the need for selection if a center is not to be overwhelmed.

It is argued that many ELT materials are actually too contrived and artificial in their presentation of the target language. It is argued that it is crucial to introduce learners to the fundamental characteristics of authentic, real life examples of both receptive and productive skills. ELT materials language models and dialogues should not be unnatural and inappropriate for communicative or cooperative language teaching as they do not help students for the type of pronunciation, language structure, idioms, vocabulary and strategies that they will have in real world (Yule, et al., 1992; Levis, 1999). They further argue that unauthentic language found in many textbooks does not lend itself to communicative practice but instead can lead to over simplification of language and unrealistic views of real life situations.

2.3.3.2. Specially Produced Materials

According to Dickinson (1991), Gardner and Miller (1999) and an article by (CIEL project, 2000 [online]), specially produced materials: (a) are more likely to cater for the specific learning objectives and learning styles of the learners of the setting, (b) variety can be introduced and materials can be cross-referenced and pathways developed, (c) materials can be as long or as short

as necessary in order to be manageable, (d) they are more likely be up to date and (e) teachers produced materials will learn more about the needs of self-access learners and are more likely to be committed to the success or independent language learning.

The writers suggest that it is relatively cheap option if teachers' contracts include materials development.

2.3.3.3. Commercially Available Materials

Published materials are useful for certain reasons. According to Gardner and Miller (1999); and Dickinson (1991), compared to the cost of teacher development time, they are more available and low cost, they save staff time to develop and they can be easily piloted before publication and the like. However, it is suggested that they can be disadvantageous in that activity may not be designed for group classroom mode so that they may not be suitable for self-access learner, they may not have answer keys, it may be too small or too bulky to cover, etc.

Dickinson; and Gardner and Miller suggest that the commercially available materials can be made suitable for self-access learner through adaptation, adaptation is a process of changing (e.g. adding, deleting, modifying) to make the material more accessible for the independent learner (McDonough and Shaw, 1997).

2.4. Specific Design Features of Self-Access Materials

Self-access materials are not the same as face-to-face materials. The fact that the self-access learner is working alone and does not have direct and constant access to a teacher determines to a large extent what these materials need to be like Rowntree (1990) as quoted in Richards (1994: 9) writes:

The materials must carry out all the functions a teacher... could carry out in the conventional situation-guiding motivating, intriguing, expounding, explaining, provoking, reminding, asking questions, discussing alternative answers, appraising each learners progress, giving appropriate each learners progress, giving appropriate remedial or enrichment help and so on.

Self-access learning materials should then be regarded as a ‘tutorial-in-print’ (Richards, 1994). They must have the quality to be used without the direct support of a teacher (CIEL project [online]). This implies that though self-access materials should have all the features good language teaching materials have such as interest, variety clarity and so on (see section 2.5), they contain some specific design features. According to Dickinson (1991), Richards (1994) and Gardner and Miller (1999), the design principles of self-access materials are discussed below. These principles are used as important criteria to evaluate the self-access modules.

2.4.1. Clear Objectives

The first important feature to be treated is to check the presence of objectives in the text and their quality. According to Dickinson (1991), it is essential for learners to be clear about the objectives the learning unit they are tackling in order to help learners to develop responsibility for their own learning. Richards (1994), states that objectives are important as they provide learners with a clear statement of where they are going and what they can expect to achieve as a result of learning the unit or section. This implies that objectives are fundamental to the learning process since they aware the learner what he/she should be able to do after a certain task in the material. The lesson objectives can give direction for student study. Objectives are intended behavioral changes expected from the learner. According to a guide manual by Ethiopian Civil Service College (2003), to include learning objectives are essential in self-access material as they: a) serve as guides for learners; b) show learners exactly what they are to do; c) show the learners what they have achieved and what they have yet to master (they can assess their own progress); d) let learners see the importance of learning the course and e) allow the results of the package to be measured.

Richards (1994: 99) argues that objectives are checkable so that they should be clear and precise. Richards writes that objectives should be clear in a sense that they are unambiguous, jargon-free and concise for the sake of precision. Vague terms should be avoided, verbs relating to specific actions should be used and conditions and standards of performance should be

appropriately specified. In this context, we can understand that in our material evaluation, we should directly relate with the course objectives.

2.4.2. Meaningful Language Inputs

The second essential feature of self access material which will be used as a criterion for the evaluation is to check if the language input matches the abilities of the students. In self-access learning, a major part of the language input will come from the material. The language input then must be comprehensible for it to be useful (Dickinson, 1991: 81). The linguistic level of the material must meet vis-à-vis the learner's level and prior experience also concerns the degree of support supplied to learners to help them to discover meaning (*Ibid.*). This support includes such things as illustrations, transcription of spoken texts, summaries in simpler language of both written and spoken texts, translations, glossaries and explanation of all kinds. Dickinson suggests that it must be informative enough for grammar and other content.

2.4.3. Variety of Activities

In designing or evaluating self-access materials, it is important to ensure that there are varieties of activities that enable a group of learners to achieve the objectives of the unit (Dickinson, 1999). According to Richards (1994: 105), one thing that can be useful criteria for designing or evaluating materials is checking whether the activities provided are sufficiently stimulating and varied. Tomlinson (1998), has listed seven principles of access-self activities. Three of them that interested the researcher are: (a) they should be open ended in the sense that they do not have correct and incorrect answers but rather permit a variety of acceptable responses (b) they should engage the learner's individuality in the activities in such a way as to exploit their prior experience and to provide opportunities for personal development, (c) involve the learners as human beings rather than just as language learners and others (See also Tomlinson 1998:322). He also suggests that they should encourage learners to order, to compare, to transform information, to match pictures, to arrange scrambled pictures and the like.

2.4.4. Flexibility of Materials

Checking its flexibility is another important feature of self-access material evaluation. In order to help the self-access learner, there should be various activities that considers the learning styles and strategies that learner can use them according to his/her preferences (Dickinson, 1991). Learning style is the style of assimilating new information. According to Keefe (1979 as cited in Hurd [online]), 'learning styles are characteristic cognitive, affective and psychological behaviors that serve as relatively stable indicators of how learner perceive, interact with and respond to the learning environment'. Honey and Muford (1992) as cited in the CIEL project journal [online], for example, distinguish the following four learning styles:

The first learning style is the *activist*, who prefers to play an active role and is not afraid of producing language. The second learning style is the *reflector*, a learner who needs to observe the language forms before attempting to use a new construction. The *pragmatist*- a learner who will pick up new ideas and immediately seeks to find a practical application for them. In self access language learning this type of learner will immediately try to integrate new vocabulary or structures in to their language production. The fourth learning style is the *theorist*, a learner who needs to link any new learning into their theoretical knowledge of the world. In the context of self-access language learning a theorist will first seek out grammatical rules or the morphology of vocabulary before they feel confident in using the newly learnt language elements.

Scholar and Szabo (2000) as cited in the CIEL project journal [online] further identifies learning styles such as *auditory* (hearing), *visual* (seeing) and *kinesthetic* (sensing bodily movement or who likes to learn by doing).

The implication for self-access material is that learners should get the opportunity to choose activities which suit best according with their learning styles. In other words, writers recommend that activities like dialogues and stories from pictures can be included and students can be encouraged to record their own speech and act out a story. In the whole, self-access material should be flexible so as to be used in different ways by different groups of learners. In

other words self-access material designers should structure the presentation of material in a style which engages most of the learning styles.

As far as language learning strategies are concerned, they are defined by Oxford (1992) as quoted in Lessard-Clouston and Mayer (1986 [online]) as:

... language learning strategies are specific actions, behaviors, steps, or techniques that student (often intentionally) use to improve their progress in developing L2 skills. These strategies can facilitate the internalization, strategies retrieval, or use of the new language. Strategies are tools for the self-directed involvement necessary for developing communicative ability (Oxford, 1992).

This definition reminds us the Chinese saying 'give a man a fish and he eats for a day. Teach him how to fish and he eats for life time' to mean that if the self-access material contains necessary strategies, learners can be empowered to manage their own learning. Let us look at the following example of vocabulary learning strategy by Tomlinson (2003) to Ethiopian trainee teachers:

Vocabulary learning strategy:

- When you read a text, learn some new words from it.
- First select a word/phrase which you think you would like to remember and use.
- Check that you know its meaning: ask a partner, ask a group leader or look it up in a dictionary.
- If you think it is a useful word, record it, with its meaning in your vocabulary notebook.
- Use it in speech or writing: if you don't, you will forget it. If you don't use it you'll lose it.
- Remember this technique: select, record, use.

Tomlinson, 2003:28

If one wishes to learn how learning strategies of the different skills are designed, he/she can read the aforementioned book, which is available in the hands of many Ethiopian elementary teachers.

2.4.5. Learning Instructions

The other essential criteria for evaluating self-access material are checking the presence and effectiveness of the learning instructions. Instructions should be written in a simple and clear language so as all learners can understand and follow them. According to Dickinson (1991: 82), it might be to give advice on the order in which various activities should be done, how

they are to be done (individually, in pairs, in groups), and what medium they should be done in (e.g., orally first, then in writing); how much time they might take; whether they should be done over a short time interval or a paced over a number of days and so on. The absence of such instructions by no means disqualifies a set of self-access material (*Ibid.*). Tomlinson (2003) also suggest that one of the most important to ELT material evaluation criteria is the simplicity and clarity of instructions. Gardner and Miller (1999) also share similar views.

2.4.6. Language Learning Advice

A self-access material should also be evaluated if language learning advice is provided. Advice should be included in a self-access material about how to go the job of language learning. Dickinson (1991) writes:

A self-access learner needs advice on such matters as how to do exercises and activities; how to learn vocabulary; whether or not to set out to learn lists of irregular verbs and explicit grammatical rules; when and how to use reference materials... how to plan his/her work; how to pace it; how intensively to study how to motivate him/herself to do it, how to undertake particular tasks like, for example, reading a newspaper article, or listening to recording to get the gist of the content; how to make use of speakers of the target language; how to assess her/his attainment; how to keep records of progress; and so on (Dickinson, 1991: 83).

This implies that a self-access learner should be aware of the knowledge of good language learner have about language learning. Therefore, self-access material is expected to contain such advice in order to achieve the learning objectives of each activity. Richards (1994) adds that self-access learners need psychological support as they are expected to be highly motivated. Moscovitz in Cormon (1986) states ' affective teaching is effective'.

2.4.7. Feedback and Tests

In evaluating a self-access material, it should be checked if it is presented in such a way that it is possible for the students to be self monitoring. Self-access material should then contain answer keys to help the learners know why they are wrong, where they were wrong (Dickinson, 1991: 83), Richards (1994: 97) and CIEL project article [online]). Dickinson suggests that an

explanation of why the correct response is right should be given to help the learner not to arrive at the correct response for the wrong reasons, and it may help those who got it right validly to articulate the learning point. As it is discussed in unpublished guide prepared by Ethiopian Civil Service College, feedback refers to the comments and answers that learners receive about their work and helps learners to check their progress. Tomlinson (1998) believes that feedback should be given through commentaries rather than answer keys only as they give the opportunity to compare their work with those of the material writers or their peers.

2.4.8. Reference Materials

The provision of reference materials should be examined in evaluating self-access materials. In self-access learning, the most convenient reference sources are the learning materials themselves (Dickinson, 1991: 85). Dickinson suggests that the information presented should be limited to that which is relevant to the stated objectives and written in a way which is intelligible to learners. The reference may include vocabulary in a glossary, and material for how to pronounce individual words by combining cassette recording and notation with instruction on learning pronunciation (*Ibid*: 86). According to Richards (1994: 101) glossaries can also provide an easily accessible picture of what has been covered in the main text and learners can use them as handy checks on their grasp of key concepts. Therefore, this is used as criteria in analyzing the material.

2.4.9. Indexing

In material evaluation it should be checked if indexing is provided and easy. According to Dickinson (1991), content list is essential in a course book to be used for self-instruction to enable the learners to find explanations of grammatical or discourse points.

2.4.10. Motivational Factors

The other important criterion for the evaluation of self-access learning material is the state of motivational factor. There are variety of factors that

may help to motivate the independent learner to use the material and therefore to contribute towards the maintenance of general motivation to learn the target language. Dickinson (1991), Richards (1994) state that the most obvious of these is the attractiveness of the material, the lay out, type faces illustrations and the like. This is to mean that the material should be as professional looking as possible.

Dickinson adds that accessibility, which referents to how it is to understand how to use the materials, how well organized they are to make for ease of use are other motivational factors for self-access learning. Good self-instructional materials will not only state objectives clearly but will also explain objectives, i.e. they will explain why it is important to achieve particular objectives in a particular order (*Ibid*). Self-access materials include encouragement and warnings to the learner for example, ‘Never get discouraged’, or ‘Do not be impatient, you are not merely making time, but making progress, slowly but surely’ (Chaix and O’Neil, 1978 cited in Dickinson, 1991: 86). These motivates to the learner. According to Richards (1994: 100), activities in the material can take many forms and are a source of welcome variety. They can also be used to draw attention to important points and if pitched at the right level, give learners confidence in their own efforts (*Ibid*). All this helps motivation. Therefore, self-access material should be sufficiently stimulating and such motivational factor is used as one of the major criteria in the evaluation process.

2.5. Other Important Criteria for self-Access ELT Material Evaluation

With the above criteria in mind, there are others to be taken into account in the evaluation procedure. According to the contemporary views, ELT materials should be evaluated whether they treat learners as human beings or not.

Humanistic material, according to Tomlinson (2003: 163) is one which respects learners as human beings and helps to exploit their capacity for learning through meaningful experience. Materials must make sufficient use

of the learners' ability to learn through doing things physically, to learn through feeling emotion, to learn through experiencing things in the mind (*Ibid*: 162). According to Arnold (1999) and Schumaan (1999) as cited in Tomlinson (2003: 162), the most crucial factors in learning are affecting. Tomlinson (1998c) as quoted in Tomlinson (2003: 162) argues:

In order to achieve effective and durable learning, language learners need to relax, feel at ease, develop self-confidence and self-esteem, developed positive attitude towards the learning experience and involved intellectually, aesthetically and emotionally.

This implies that materials should encourage the learner to make use of their experiences of life, their interests and enthusiasms, their views, attitudes and feelings. Materials writers should not underestimate the learners' ability as it minimizes effective language learning. Therefore, self-access materials are expected to include tasks and activities that stimulate learners to think, feel and do.

Tomlinson (2003) has suggested possible techniques that can be applied to make a material much humanistic. I have treated some of them below for my purpose.

Firstly, literary texts should be provided to inspire the learner rather than asking the learner to read a text carefully and then answer comprehension questions as this has only a little impact on students mind, their lives or their language acquisition.

Secondly, if the writers reveal very little about their personalities, interests, beliefs and experiences and simply tell the learners what to learn, do and say them about what they know, this is a very unequal and anti-humanistic relationship which does little to encourage or engage the learner. Therefore, the material should chat to the learner in the way that good interactive teachers do. It has been studied that using a personal voice in a material can foster deeper and more durable learning (Beck et al., 1995 as cited in Tomlinson, 2003).

Thirdly, students should be asked about their own views, attitudes, feelings and opinions that they can be helped to think of their own examples and

conceptions and that they are made to feel as if they were equal interactants with the material writer. In other words the material writers should connect with their own experience (Thomlinson (2003).

Fourthly including language awareness activities should be included adequately. This helps learners to make discoveries for them from a more intensive reading of a text to increase self-esteem and independence in addition to facilitate language acquisition and mental development (*Ibid.*). Providing alternative activities help learners to learn according to their learning style so as to personalize the material and therefore, to make them more humanistic.

The over all implication of the above discussion is that self-access language learning materials are expected to follow the humanistic approaches as it can facilitate both language acquisition and personal development (*Ibid.*). In other words, they would be evaluated to what extent they are humanistic.

Content of self-access ELT material should also be evaluated. ELT materials are sometimes criticized for their inherent social and cultural biases. Writers like Prodromou (1988) have suggested it is not possible to teach a language without embedding in its cultural base. They argue that such a process inevitably forces learners to express themselves with a culture of which they have scarcely any experience and this may result in alienation, stereotyping or even reluctance or resistance to learning. Phillipson (1992) as cited in Litz (online) is also wary of the complex relationship between language textbooks and the target language culture but he sees the promotion of the western global textbooks are backed with both an economic and ideological agenda. Therefore, ELT materials should be evaluated if they are not culturally biased.

The last but not least evaluating criterion in this paper is whether the appropriate balance of the productive skills (speaking and writing) and receptive skills (reading and listening). Multi-skills syllabus is recommended as it accounts and incorporates several categories of both meaning and form (Swan, 1985; Harmer, 1996; and McDonough and Shaw, 1997).

The listening and reading skills are practiced to make prediction, scanning or listen for detail information, skimming or listening for gist, extracting detailed information, recognizing function and discourse patterns/markers, and for deducing/infering meaning from context. Suitable texts for extensive reading and listening should also be provided so as to entertain and provide general information (Sheerin 1989)

According to Sheerin (1989: 54), of all the language skills, reading is the most crucial for independent learning, for through reading students can gain access to further knowledge.

Self-access reading tasks can be used to train students in intensive and extensive reading skills as they are a good way of introducing students to the world of reading beyond the classroom (*Ibid.*).

As far as the productive skills is concerned, speaking practice takes place through oral presentation and practice of new language items in dialogue activities, role plays, group and pair work activities. It also takes place through the practice of mechanics of sound production, i.e. pronunciation, accurate and fluent expression of meaning, the exercising of pragmatics or communicative competence and the observance of the rules of appropriacy (Sheerin, 1989: 118). He argues that these activities together may be said to make up the global skills of speaking as an act of communication and interaction with others.

Writing activities can focus on punctuation, using logical connectors appropriately or can focus on the global skill of communicating through writing, where a high degree of sophistication is called for and students have to exercise many skills simultaneously (Sheerin, 1989: 89). Therefore, the appropriateness of the skills is used as one of the major criteria in the evaluation process of this paper.

The over all implication of these features is that self-access material for self-access learning obviously needs to be designed carefully as it is in some respect different from the face-to-face material. Self-access ELT materials are unique in a sense that they provide support to the users in their

independent learning. Having the above principles in mind, the researcher would like to recommend his readers to read a sample unit of self-access material by Tomlinson (1998:324) and many more activities by Sheerin (1989), Dickinson(1991), Gardner and Miller (1999); and the distance training material designed to Ethiopian elementary teachers by Tomlinson (2003).

2.6. The Role of the Self-Access Material

One of the many important components, which is essential constituent to EFL course, is the instructional material. Hutchinson and Torres (1994: 350) writes 'The textbook is an almost universal element of English (language) teaching.... No teaching learning situation it seems is complete until it has its relevant textbook'. Sheldon (1988) argues that course books not only represent the visible heart of any ELT programme but also provide considerable advantages for both the student and the teacher. Course books are essential to students psychologically since their achievement and progress can be measured (Haycroft, 1998 as cited in Litz (online)). Of all the above and other possible advantages of a course book, what attracts the researcher's attention is that the advantage identified by Cunningsworth (1995). He argues that course books are effective resources for self-directed learning, an effective resource for presentation material, a source of ideas and activities, a reference source for students. Therefore, the module in self-access learning is the most valuable source available to the self-access learners in Ethiopia context (see also section 1.1, the seventh paragraph).

As it has been discussed also in section 2.4, the material is a 'tutorial in print' as the learner is expected to work alone or without assistance of the teacher. It is the material that inspires the learner for his learning by providing strategies, giving advice, by providing clear objectives. It provides variety of activities. It offers answer keys with appropriate information. It provides tape scripts to accompany any video or audio recording and so on and so forth. In developing countries like Ethiopia, the only cheap source to facilitate self-access learning is the material in print. If it is designed in its standard way, its role in enhancing self- access learning is unquestionably

very great and the same is true in achieving the aims and objectives set by an institute. This implies that self-access materials should be developed with great care and feeling of responsibility and should be designed by the right expertise. Having all this in mind, self-access materials need to be evaluated. The following section presents the role of the evaluation.

2.7. Role of Self-Access Material Evaluation

It has been discussed that the self-access materials help for the self-access learning and teaching as the centre of the self-instruction is the learner himself. However, as there is no perfect material, efforts must be made to evaluate the material so as to check its effectiveness. According to Cunningsworth (1995), it should be ensured that careful design is made and that the materials designed closely reflect the needs of the learners and the aims, methods and values of the teaching programme. According to Sheldon (1988), the evaluation of an ELT course material often signals 'an important administrative and educational decision in which there is considerable professional, financial, or even political investment'.

This implies that careful self-access material evaluation would enable the administrative and the professionals in an institute to identify the quality of a material. The evaluation can provide data on the weaknesses and strengths of the material. It enables to understand the drawbacks of the activities, feedback, instructions, and so on of the material.

Furthermore, Ellis (1977) states 'Material evaluation helps the teaching professionals move beyond impressionistic assessments and helps them to acquire useful, accurate, systematic and contextual insights into the nature of the material'. This implies that material evaluation is crucial for teachers' professional growth. As McDonough and Shaw (1997) have stated, the ability to evaluate teaching material is a very important professional activity for all EFL teachers. Tomlinson (1996) argues, 'the process of material evaluation can be seen as a way of developing our understanding of the way in which it works and in doing so of contributing to both acquisition and pedagogic

practices'. Sheldon (1987:5) also states 'evaluation is not only static, preliminary activity... it involves ongoing data collection and fine tuning'.

According to TEFL Web Journal by Garinger (online) 'material evaluation is a daunting job, it is a prospect that must be respected since it has significant impact on the ability of students to meet their language learning objectives, and affect both the process of how they learn of the outcomes. Therefore, material evaluations can particularly be worthwhile means of empowerment and professional development for teachers and hence the significance of the present study.

CHAPTER THREE

METHODOLOGY OF THE STUDY

3.1. The Study Design

The main objective of the study is to explore the quality, usefulness and appropriateness of the self-access material; and to investigate if the objectives set by the target institutions can be achieved by the module in use (see section 1.3). Thus, in this chapter the subjects of the study, the evaluation instruments and the way how the data is analyzed; the research setting and the selection of subjects are presented.

3.2. Sampling

3.2.1. Research Settings

For the present study St. Mary's and Alpha University Colleges, Addis Ababa centre, are selected because they are the two most known colleges in running the self-access learning programmes. They advertise their programmes on the television, radios and other medias widely. Besides the researcher has some colleagues who are members of the staff. So, the researcher felt that the colleagues would be helpful in facilitating the study and administering the questionnaires. In addition, the researcher has been familiarized with the setting in his term paper working for his MA courses.

3.2.2. Participants of the Study

As presented above, the main purpose of the study is to evaluate the effectiveness of the self-access instructional materials set by the institutions. It has been suggested that ELT materials evaluation is more valuable if subjects involving in the teaching learning process are included (Chamber, 1997). In other words, evaluation of the instructional material should consider teachers' and at the same time students' perception towards the materials. Moreover, since ELT material evaluation can also be carried out by external evaluators so as to analyze the document without bias, in addition to the insights of the researcher and the students/teachers

perception, some external evaluators were included. Therefore, the subjects of the study were the students, who have been users of the programme in the setting enrolled in the 2006-2007 academic year, tutors and external evaluators.

3.2.3. Selection of the Participants

This research focused on two colleges. The first was St. Mary's University College Addis Ababa Centre. There were 223 self-access students enrolled in the aforementioned academic year who have completed the course. From this population, 136 students were included in the study based on the table of sample size determination obtained on the Web Page. All the seven Basic English II course tutors were also included.

The second site of the research was Alpha University College Addis Ababa center. The population size in this center is 420. From this population size, 197 students were included based on the aforementioned table of sample size determination. All the five tutors in the center were included in the study. The tutors were obtained using their telephone address as most of them were part timers. This was a daunting job. It requires courage, patience and readiness to devote the researcher's time, energy and money.

Therefore, 333 students (users of the material), 12 tutors, who give tutorials using the material; and 14 external evaluators, who are ELT professionals, were the subjects of the study. To select the student subjects randomly obviously was difficult being they were distance learners.

Therefore, it was reasonable to use the subjects either in a tutorial programme or when students came to their center to collect their materials or for registration. So, the questionnaires were distributed according to their arrival at the center till the required number was achieved.

As far as the external evaluators are concerned, only the voluntary experts participated. The researcher felt that it would have been fair to consider the financial expense they needed but it was difficult for the researcher due to shortage of money. To your information, they were all expected to be well aware of the principles of the self-access material design during their MA courses. The

texts were photocopied and given to each evaluator for 2 days and returned. Therefore, it was possible to complete the task within a week. It was first planned to form an evaluating team rather than individuals but it failed to do so because of some inconveniences.

3.3. Data Collection Instruments and their Administration

A certain triangulation is used in the study so as to enrich the data and cross check the data collected from the students; external evaluators and the tutors. Therefore, different instruments were used in the study such as questionnaires, and document analyses were selected as instruments of the study. The data from the students and tutors were collected through the questionnaires, and data were collected through close examination of the documents by the researcher as well as the external evaluators.

3.3.1. Questionnaire

Two types of questionnaires were used, one for the students and the other for teachers. The questionnaires are similar. It is believed that the already used questionnaire or if not available, a new one can be developed. To the researcher's knowledge, there is almost no local study that completely focuses on evaluating the self-access material based on the criteria discussed in the literature part (see section 2.4).

However, Ejeta Negari has included questions on a section of his questionnaire (see Ejeta Negeri, 2005 questionnaire section 1.4.2) to evaluate the relevance of the English language course material of the project 17,000, in a very limited way. The major weakness of the study in that part was that it failed to include the major criteria for evaluating self access material. The questionnaire format by Litz (online) was referred too but as his questions were designed to evaluate a face-to-face material, the format was slightly adapted and used. The criteria used in the questionnaires were adapted or designed based on the literature and questionnaire by Lewis and Reinders (online). Focus was given on works of Dickinson (1991); Gardner and Miller (1999); Sheerin (1989); and Tomlinson (1998) to design the criteria.

As far as the type of the questionnaires is concerned, both close-ended and open ended were used but more than 99% was close-ended that the respondent is required to put only a tick (✓) under each rating scale and parallel to the criteria that represents their perception. This helped to collect the data in a quick and inexpensive manner. The open-ended, part invited the respondents to give constructive comments of their insight probably not mentioned in the questionnaire. (See the questionnaire for the students in Appendix A, and the questionnaire for the teachers in Appendix B)(See also Appendix E for a table summary which shows purpose of each questionnaire item, the corresponding research question that it addresses and description of each item in the questionnaire.

The items Endeavour to assess the acceptability of the self-access materials or their level of quality and appropriateness to the learners they are being used. They address all the research questions posed. It was believed that all the items invited teachers and students to offer their perception on the materials. The data obtained through these items were then helped to judge whether the materials are appealing, credible, valid and reliable to their users. The questionnaires include five rating scales (1-5) where 1= highly disagree, and 5 = highly agree.

The questionnaires were given to some colleague teachers to comment on them. One better experienced teacher of the twelve tutor respondents also gave his comment on the questionnaires. Besides twenty three students questionnaires were commented by student subjects to check its validity. The comments given by the advisor as well as the colleagues were taken into consideration and improvement measures were taken. The questionnaires were distributed and collected by the researcher in collaboration with the staff members in each center.

3.3.2. Document Analysis

The self-access instructional materials designed for 10+2 TVET students of the institutions were analyzed by both the researcher and external evaluators and then were compared and contrasted to the data obtained from the respondents' response.

There were two materials to include in the study. The first was the self-access ELT text designed for the course 'Basic English II by St. Mary's University College which has been served for 10+2 technical vocational and education training (TVET) students. This text contained two modules and named as text 1 in the study. The text has a total of 263 pages. It is a specially produced material designed by the staff members of the college. The second was an ELT text designed for the course 'English 10+2' by Alpha University College which has been served for 10+2 TVET students. This text was named as 'Text 2' in the study. It contains 107 pages. It was originally designed by the Ministry of Education for pre-university (Preparatory) learners. The institution has made some adaptations only on the instructions and is being used for self-access learning purpose. As some staff members of the institution told to the researcher, the reason is that just to meet the syllabus offered by the Ministry of Education for TVET programmes.

As suggested by many scholars such as Cunningsworth (1995); Sheldon (1988); Hutchinson and Waters (1987); Shamim (1990), and Miekley (online), checklist was used to examine the materials by the researcher. The checklist has three columns. The first column contains list of criteria similar to the questionnaires. In the second column, there is a space to put thick/s (✓) measuring scales (levels) where (✓) = poor, and (✓✓✓) = is excellent. In the third column notes were taken according to the researcher's close examination of the document (see the checklist in Appendix C). Moreover, the external evaluators used a check list so as to rate from 1= highly disagree to 5=highly agree (See Appendix D).

3.4. Data Management and Analysis

Organization, management and analysis of the data and tools used for analyzing the data are presented below.

3.4.1. Organization of the Data

Having sorted out the questionnaires, the data from the questionnaires were processed using the computer programming system called SPSS and analyzed as discussed below. SPSS was used to make it more effective and standard to display.

3.4.2. Data Analysis

The data from the close ended questionnaires of the students, tutors; external evaluator's checklist as well as the data from the researcher's checklist were analyzed quantitatively and qualitatively.

Percentage, frequency and median were used to analyze the quantitative data. The qualitative data were supplemented to the quantitative data. The data, then was analyzed as it is presented in the following chapter.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1. Design of the Analysis

4.1.1. Quantitative Data

A questionnaire comprising 33 close-ended items on 1-5 scales with open ended part were administered to 333 students. Another questionnaire comprising 35 close-ended item on 1-5 scales, which includes open ended part were administered to 12 tutors. Moreover, Checklist form comprising 35 items on 1-5 scales with open-ended part were administered to 14 external evaluators. Of these, 319 students' and 12 tutors' questionnaires were filled in and returned. The 14 checklist forms of the external evaluators were also completed and returned. The quantitative results were analyzed using percentages, frequency and or median.

4.1.2. Qualitative Data

The qualitative data obtained from the open ended part of the questionnaires of the students and the tutors as well as the external evaluators plus the qualitative data from the close inspection of the texts is analyzed incorporating with the quantitative data.

4.2. Analysis of Text 1

As it is stated in section 3.3.2, Text 1 is the self-access module which is being used by St. Mary's University College 10+2 TVET students. It was analyzed as follows:

4.2.1. Students Profile

The subjects are adult female and male learners in which many of them are benefited from the self-access learning programme; and most of them are motivated learners (please see figures 1-4 below).

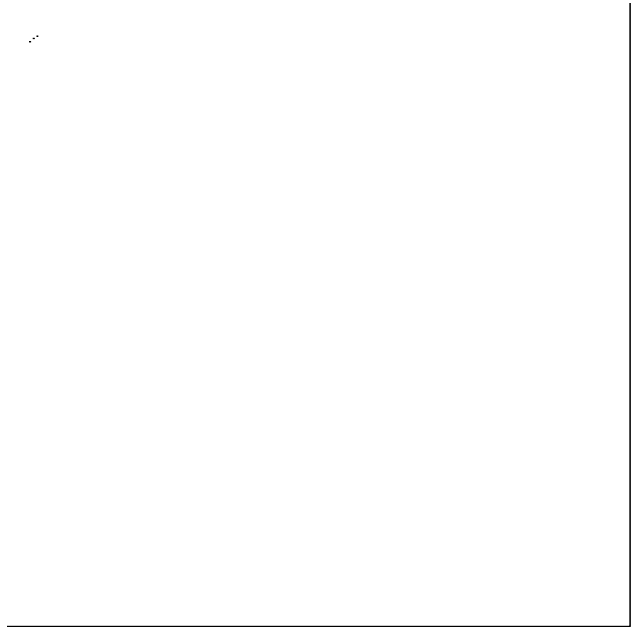


Figure 1: *Students' sex demographics (Text 1)*

Figure 2: *Students' age demographics (Text 1)*



Figure 3: *Students' occupation demographics*

Figure 4: *Students' motivation demographics*

4.2.2. Tutors Background Information

They are all males and majority of them are BA holders in English language (please see figures 5 and 6 below).

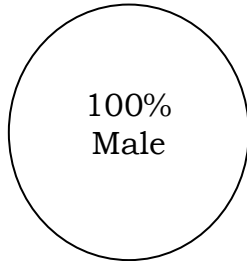


Figure 5: *Tutors' sex demographics (Text 1)*

Figure 6: *Tutors' qualification demographics (Text 1)*

4.2.3. Analysis of Subjects' Perception Text 1

Table 1: Subjects' Perception of the Provision, Clarity and Preciseness of Objectives (Text 1)

No	Item	Respondents		Highly disagree	Disagree	Partially agree/dis agree	Agree	Highly agree	Total	
									Missed	Valid
1	Objectives are provided in the activities.	Students	F	6	21	31	47	16	1	121
			%	5.0%	17.4%	25.6%	38.8%	13.2%	0.8%	100.0%
		Tutors	F	0	0	0	0	7	-	7
			%	0.0%	0.0%	0.0%	0.0%	100.0%	-	100.0%
		External Evaluators	F	3	3	0	0	1	-	7
			%	42.9%	42.9%	0.0%	0.0%	14.3%	-	100.0%
Total		F	9	24	31	47	24	1	135	
		%	6.7%	17.8%	23.0%	34.8%	17.8%	0.7%	100.0%	
2	The objectives are clear and precise.	Students	F	2	4	11	68	37	-	122
			%	1.6%	3.3%	9.0%	55.7%	30.3%	-	100.0%
		Tutors	F	0	0	0	1	6	-	7
			%	0.0%	0.0%	0.0%	14.3%	85.7%	-	100.0%
		External Evaluators	F	0	1	5	0	1	-	7
			%	0.0%	14.3%	71.4%	0.0%	14.3%	-	100.0%
Total		F	2	5	16	69	44	-	136	
		%	1.5%	3.7%	11.8%	50.7%	32.4%	-	100.0%	

Table 1 demonstrates all the tutors and majority of the students (52%) reacted that the objectives stated are sufficient. On the other hand, 85.8% of the external evaluators judged that the objectives are not sufficient. Similarly, 86% of the students and all the tutors felt that the objectives in the material are clear and precise. On the other hand, 85.7% of the external evaluators were unhappy on the clarity and preciseness of the objectives. In the close-inspection of the material out of 121 activities in the text, only 25

of them are preceded by very general objectives. This is an evidence to say that the users are not well guided and let them see the importance of learning a particular activity. As it is presented in the civil service college manual, objectives are essential as they show the users what they have achieved and what they have yet to master. In other words, users can assess their own progress using the objectives. Diskinson (1991) recommends that good self-instructional materials will not only state objectives clearly but also explain them (see sections, 2.4.1 and 2.4.10).

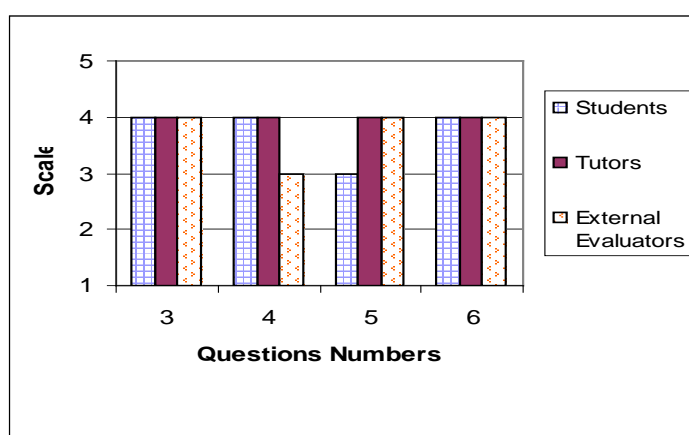


Figure 7: *Subjects' Perception to the Language Input in Text 1*

In this respect, respondents were asked to react whether the language used in the material is to the right level of the users and the like (see items 3-6 in appendix A or B).

As figure 7 demonstrates, the majority of the respondents believed that the language used in the material is appropriate to the level of the learners (see question 3). On the other hand, unlike to the students and tutors, the external evaluators only partially happy with the provision of summary, transcriptions of spoken texts translations and glossary (see question 4). As it is presented in question 5, even though considerable number of the students felt that the language used in the module is unauthentic, majority of the tutors and external evaluators felt that it is authentic. If this is so, Biggs (1995) quoted in Cheung (2004) suggests ‘... students are only motivated to learn that are important and meaningful to them’.

To this point, in the close-inspection of the text, it has been noticed that there are 34 word definitions out of the words used in the 263 paged text which is not

sufficient. It has also been found that there is a good attempt to provide summaries.

Moreover, it is reviewed that grammar is adequately presented and the author of the text seems to believe that the knowledge of grammar is an essential aspect of language learning. However, the researcher felt that this form-accuracy oriented text may not help the learners to apply in real life situation since they are not designed to develop communicative competence of the learners. Cunningsworth (1984) recommends that we should consider both form and function. Moreover, translations and transcriptions of spoken texts are not provided in the material. To this point, Dickinson (1991) suggests that self-instructed learners should be supported using such things illustrations, transcriptions of spoken texts, glossaries and explanation of all as these help the learner to meet his level with the language used in the material (see section 2.4.2).

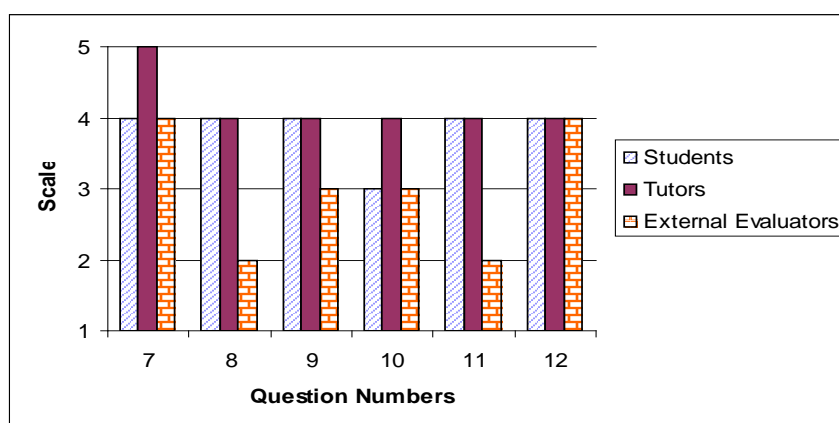


Figure 8: Subjects' Perception to the Activities in the Material in Text 1

In this respect subjects were asked to offer their reaction whether the activities are varied and stimulating; balance of accuracy and fluency is considered; and different learning modes are considered.

The result in figure 8 indicates that the majority of the respondents believed that activities are varied (see question 7). On the other hand, unlike the students and tutors, the external evaluators viewed that the activities can not stimulate the learners (see question 8). Similarly, in contrary to the external evaluators, the students and the tutors believed that there is a balance of accuracy and fluency activities (see question 9). The students and

external evaluators felt unhappy that pair and group work are not encouraged in the material (see question 10). On the other hand, though majority of the students and tutors felt that the activities encourage communicative and meaningful practice, majority of the external evaluators perceived that they do not encourage meaningful language practice (see question 11). Last but not least, all the respondents have similar view that the activities encourage original and independent responses (see question 12).

In the inspection of the text, it has been noticed that though there are plenty of exercises, numerous of them are non-communicative as they fail to encourage learners to order, to compare, and to transfer information, to match pictures, to arrange scrambled pictures and the like as suggested by Tomlinson, (1998). Moreover, the researcher felt that more focus has been given to accuracy. There are about forty exercises that deal only on form. In addition to this, in most cases, students are not encouraged to interact with their peers as well as with other people who can use the target language, and therefore they might not have practiced the language meaningfully. Dickinson and Carver (2004) suggest that self-instructed students need practice in working cooperatively with others. They recommend that self-instructed learning does not imply learning in isolation and many aspects of language practice are best done with others.

Table 2: Subjects' Perception of the Flexibility of the Material (Text 1)

No	Item	Respondents		Highly disagree	Disagree	Partially agree/dis agree	Agree	Highly agree	Total		
									Missed	Valid	
13	The material considers learners' learning styles.	Students	F	2	6	25	80	8	1	121	
			%	1.7%	5.0%	20.7%	66.1%	6.6%	0.8%	100.0%	
		Tutors	F	0	0	2	3	2	-	7	
			%	0.0%	0.0%	28.6%	42.9%	28.6%	-	100.0%	
		External Evaluators	F	0	2	5	0	0	-	7	
			%	0.0%	28.6%	71.4%	0.0%	0.0%	-	100.0%	
		Total		F	2	8	32	83	10	1	135
				%	1.5%	5.9%	23.7%	61.5%	7.4%	0.7%	100.0%
14	The material considers language learning strategies.	Student	F	2	8	63	38	10	1	121	
			%	1.7%	6.6%	52.1%	31.4%	8.3%	0.8%	100.0%	
		Tutor	F	0	0	1	3	3	-	7	
			%	0.0%	0.0%	14.3%	42.9%	42.9%	-	100.0%	
		External Evaluators	F	3	2	2	0	0	-	7	
			%	42.9%	28.6%	28.6%	0.0%	0.0%	-	100.0%	
		Total		F	5	10	66	41	13	1	-
				%	3.7%	7.4%	48.9%	30.4%	9.6%	0.7%	-

Table 2 shows that majority of the students and the tutors (72.7% and 71.5% respectively) react that learning styles and learning strategies are considered in the text. On the other hand, considerable number of the external evaluators felt the learning style and strategy are not considered. In the close examination, the researcher learnt that no visual aid is presented in the material. Learners are not asked to visualize situations. There are almost no role-play activities. Pictures are not provided so as to help the learners, for example, to tell stories by recording their own speech and act out it as it recommended by the influential scholars such as Tomlinson (1998), Sheerin (1989) and others (see section 2.4.4). Therefore, in contrary to the view of majority of the subjects, it is noticed that only the reflectors can be more benefited from the material. In addition to this, no advice is considered to help learners to develop their strategy of improving their English language skills. Sheerin (1989) recommends 'The only man who is educated is the man who has learned how to learn'. Writers such as Tomlinson (1998), Dickinson (1991), Gardner and Miller (1999) and others recommend that self-managed instructional materials should consider strategies as they are good techniques for self-directed involved necessary for developing communicative abilities (see also section 2.4.4. the example of

vocabulary learning strategy in which Tomlinson (2003) has included in the material designed to Ethiopia teachers English training programme). Unfortunately, the result shows that the material fails to consider strategies and styles of the users; therefore, it is one of the inadequacies of the material.

Table 3: Subjects' Perception of Instructions in Text 1

No	Item	Respondents	Highly disagree	Disagree	Partially agree/disagree	Agree	Highly agree	Total		
								Missed	Valid	
15	Instructions are written in simple and clear language.	Student	F	3	3	50	49	15	2	120
			%	2.5%	2.5%	41.7%	40.8%	12.5%	1.6%	100.0%
		Tutor	F	0	0	0	4	3	-	7
			%	0.0%	0.0%	0.0%	57.1%	42.9%	-	100.0%
		External Evaluator	F	0	0	2	5	0	-	7
			%	0.0%	0.0%	28.6%	71.4%	0.0%	-	100.0%
Total		F	3	3	52	58	18	2	134	
		%	2.2%	2.2%	38.8%	43.3%	13.4%	1.6%	100.0%	
16	Advice is considered in the instructions on how activities should be done.	Student	F	17	17	14	62	11	1	121
			%	14.0%	14.0%	11.6%	51.2%	9.1%	0.8%	100.0%
		Tutor	F	0	0	0	5	2	-	7
			%	0.0%	0.0%	0.0%	71.4%	28.6%	-	100.0%
		External Evaluator	F	3	3	1	0	0	-	7
			%	42.9%	42.9%	14.3%	0.0%	0.0%	-	100.0%
Total		F	20	20	15	67	13	1	135	
		%	14.8%	14.8%	11.1%	49.6%	9.6%	0.85	100.0%	
17	Advice is considered in the instructions on how to learn skills, how to plan, how to motivate him self/herself to do it, how to use speakers of the target language etc.	Student	F	41	53	9	9	9	1	121
			%	33.9%	43.8%	7.4%	7.4%	7.4%	0.8	100.0%
		Tutor	F	0	0	2	2	3	-	7
			%	0.0%	0.0%	28.6%	28.6%	42.9%	-	100.0%
		External Evaluator	F	2	4	1	0	0	-	7
			%	28.6%	57.1%	14.3%	0.0%	0.0%	-	100.0%
Total		F	43	57	12	11	12	1	135	
		%	31.9%	42.2%	8.9%	8.1%	8.9%	0.8%	100.0%	

As table 3 demonstrates, 53.3% of the students, majority of the external evaluators (71.4%), and all the tutors reacted that the instructions are clear and simple. As far as consideration of advice in the instructions is concerned, only 28% of the students responded negatively. 60.3% of the students and all the tutors felt that enough advice is included. On the other hand, 85.8% of the external evaluators were unhappy because of the in appropriate provision of advice (see question 16). In the close inspection of the text, it has been found that except the general advice at the beginning of certain sections, advice is not sufficiently provided. As we can see it in question 17, majority of the students (77.7%) and external evaluators (85.5%), unlike to the majority of the tutors, perceived that advice on how to plan; how to learn the different skills; how to motivate him/herself; how to

do tasks; how to use speakers of the target language; how to keep records of his progress, etc are not provided. Therefore, it is noted that this is one of the potential problems with the text. Since the absence of such important instructions by no means disqualifies a set of self-instructional material as suggested by Dickinson (1991) (see section 2.4.6). Dickinson and Carver (2004) also suggest ‘because of its complexity, the person who wishes to continue learning a language independently has to first learn how to do it and has to build his/her confidence in their ability to do it’. Yet the author of the text has failed to consider this important feature.

Table 4: Subjects’ Perception of the Effectiveness of Answer Keys and Tests In Text 1

No	Item	Respondents	Highly disagree	Disagree	Partially agree/disagree	Agree	Highly agree	Total
18	The Material provides answer keys and they are informative.	Students	<i>F</i> 53	35	12	11	11	122
			% 43.4%	28.7%	9.8%	9.0%	9.0%	100.0%
		Tutors	<i>F</i> 0	0	1	2	4	7
			% 0.0%	0.0%	14.3%	28.6%	57.1%	100.0%
		External Evaluators	<i>F</i> 1	4	1	1	0	7
			% 14.3%	57.1%	14.3%	14.3%	0.0%	100.0%
	Total	<i>F</i> 54	39	14	14	15	136	
		% 39.7%	28.7%	10.3%	10.3%	11.0%	100.0%	

As depicted in table 4, unlike to the students and the external evaluators, majority of the tutors felt that the answer keys are informative enough. In the inspection of the material, it has been found that answer keys are provided but no clarification or explanation is provided to protect the learner from reaching at the right answer with wrong reason. To this concern, Tomlinson (1998: 323) states, ‘Feedback should be given through commentaries rather than answer keys only’. Tomlinson argues that the commentaries give the learners opportunities to compare their response to those of the material developers and of other learners. He suggests that they can be consulted at the end of the activities to gain summative feedback or during activities in order to help learners to modify or develop their responses as they proceed through the unit. Therefore, it has been found that the answer keys provided do not meet with the principles.

Table 5: Subjects' Perception of the Provision of Reference Materials in Text 1

No	Item	Respondents	Highly disagree	Disagree	Partially agree/disagree	Agree	Highly agree	Total	
19	Vocabulary glossary and cassette recording to practice pronunciation is considered the module.	Students	F	34	32	40	11	5	122
			%	27.9%	26.2%	32.8%	9.0%	4.1%	100.0%
		Tutors	F	2	1	3	1	0	7
			%	28.6%	14.3%	42.9%	14.3%	0.0%	100.0%
		External Evaluators	F	4	2	0	1	0	7
			%	57.1%	28.6%	0.0%	14.3%	0.0%	100.0%
Total		F	40	35	43	13	5	136	
		%	29.4%	25.7%	31.6%	9.6%	3.7%	100.0%	

Table 5 demonstrates that majority of the students (54.1%) and external evaluators (85.7%) and 42.9% of the tutors felt that cassette recordings to practice pronunciation of individual words, and notations with instructions are not considered in the material. In the examination of the text, it has been noticed that pronunciation is one of the neglected skill in the text. As a result, since there is no reference material included, it is one of the weaknesses of the text. In other words, the material failed to help learners to grasp key concepts and practice the right pronunciation of words as suggested by Richards (1994) and others (see section 2.4.8).

Table 6: Subjects' Perception of Indexing in Text 1

No	Item	Respondents	Highly disagree	Disagree	Partially agree/disagree	Agree	Highly agree	Total	
20	The module considers content lists to help the learner to find explanations of grammar.	Students	F	61	28	13	12	8	122
			%	50.0%	23.0%	10.7%	9.8%	6.6%	100.0%
		Tutors	F	0	1	2	1	3	7
			%	0.0%	14.3%	28.6%	14.3%	42.9%	100.0%
		External Evaluators	F	3	3	0	1	0	7
			%	42.9%	42.9%	0.0%	14.3%	0.0%	100.0%
Total		F	64	32	15	14	11	136	
		%	47.1%	23.5%	11.0%	10.3%	8.1%	100.0%	

Table 6 demonstrates that majority of the students and external evaluators (73% and 85.8% respectively) responded negatively to the provision of indexing, unlike to majority of the tutors. It has been also inspected that the material does not consider indexing at all. As it is recommended by Dickinson (1991), indexing is important for self-managed learners to find explanations of grammatical points. Therefore, indexing is one of the important problems in the text.

Table 7: Subjects' Perception of Motivational Factors in Text 1

No	Item	Respondents		Highly disagree	Disagree	Partially agree/dis agree	Agree	Highly agree	Total	
									Missed	Valid
21	The lay out and design is appropriate and clear.	Students	F	31	23	13	41	13	1	121
			%	25.6%	19.0%	10.7%	33.9%	10.7%	0.8	100.0%
		Tutors	F	0	0	1	5	1	-	7
			%	0.0%	0.0%	14.3%	71.4%	14.3%	-	100.0%
		External Evaluators	F	1	2	3	1	0	-	7
			%	14.3%	28.6%	42.9%	14.3%	0.0%	-	100.0%
Total		F	32	25	17	47	14	1	135	
		%	23.7%	18.5%	12.6%	34.8%	10.4%	0.8	100.0%	
22	The material is organized effectively.	Students	F	40	23	16	35	6	-	120
			%	33.3%	19.2%	13.3%	29.2%	5.0%	-	100.0%
		Tutors	F	0	0	0	6	1	-	7
			%	0.0%	0.0%	0.0%	85.7%	14.3%	-	100.0%
		External Evaluators	F	0	0	3	4	0	-	7
			%	0.0%	0.0%	42.9%	57.1%	0.0%	-	100.0%
Total		F	40	23	19	45	7	-	134	
		%	29.9%	17.2%	14.2%	33.6%	5.2%	-	100.0%	
23	Encouragements and warnings are considered in the material to stimulate the learners.	Students	F	34	27	23	32	5	1	121
			%	28.1%	22.3%	19.0%	26.4%	4.1%	0.8	100.0%
		Tutors	F	1	0	0	3	3	-	7
			%	14.3%	0.0%	0.0%	42.9%	42.9%	-	100.0%
		External Evaluators	F	2	3	1	1	0	-	7
			%	28.6%	42.9%	14.3%	14.3%	0.0%	-	100.0%
Total		F	37	30	24	36	8	1	135	
		%	27.4%	22.2%	17.8%	26.7%	5.9%	0.8	100.0%	

Table 7 shows that some of the students (44.6%) and majority of the tutors (85.7%) and only one of the external evaluators felt that the lay out is appropriate. On the other hand some of the students (44.6%) and considerable number of the external evaluators (42.9%) believed that the lay out is inappropriate. As it is shown in question 22, 52.5% of the students felt that the material is not effectively organized, unlike to the tutors and external evaluators. Similarly, 50.4% of the students perceived negatively to the considerations of encouragements and warnings so as to stimulate the learners. Almost all the tutors believed that there are encouragements to the learner. On the other hand, majority of the external evaluators (71.5%) have negatively perceived to the encouragement considerations (see question 23). In the open-ended part, many respondents stated that the text has no hard over and that makes it less attractive.

In the close inspection of the material, it has been found that the text has, of course, no hard cover, which may have negative contribution to the motivation. The lay out, in general, reasonably seems good. However, the important motivational expression recommended by scholars such as O'Neil

and chain cited in Dickinson (1991: 86). ‘Never get discouraged’, or ‘do not be impatient, you are not merely making time, but progress’, ‘slowly but surely’ are not used throughout the text. As it is discussed in section 2.4.10, Richards (1994) and Dickinson (1991) recommend that a self-access material, like other texts, should be as professional looking as possible. So, the text should have had a hard, attractive cover. Similarly, warnings and encouragements should have been used through out the text so as to motivate the learners. It should be noted that there are numerous activities in the text, to draw attention to important points, as suggested by Richards (1994) and so as to motivate learners. Unfortunately, as it is discussed in figure 8, their stimulation power is below standard. Therefore, the text has obvious inadequacies in motivating the users.

Table 8: Subjects’ Perception of the Humanistic Nature of Text 1

No	Item	Respondents		Highly disagree	Disagree	Partially agree/disagree	Agree	Highly agree	Total	
									Missed	Valid
24	The module encourages learners to use their life experience, interests, attitudes, feelings, and their views.	Students	F	40	23	27	19	13	-	122
			%	32.8%	18.9%	22.1%	15.6%	10.7%	-	100.0%
		Tutors	F	0	0	0	5	2	-	7
			%	0.0%	0.0%	0.0%	71.4%	28.6%	-	100.0%
		External Evaluators	F	1	4	2	0	0	-	7
			%	14.3%	57.1%	28.6%	0.0%	0.0%	-	100.0%
Total		F	41	27	29	24	15	-	136	
		%	30.1%	19.9%	21.3%	17.6%	11.0%	-	100.0%	
25	The material interacts with the learner like an interactive teacher in a face-to-face classroom.	Students	F	4	8	40	53	16	1	121
			%	3.3%	6.6%	33.1%	43.8%	13.2%	0.8	100.0%
		Tutors	F	0	0	0	5	2	-	7
			%	0.0%	0.0%	0.0%	71.4%	28.6%	-	100.0%
		External Evaluators	F	0	0	2	5	0	-	7
			%	0.0%	0.0%	28.6%	71.4%	0.0%	-	100.0%
Total		F	4	8	42	63	18	1	135	
		%	3.0%	5.9%	31.1%	46.7%	13.3%	0.8	100.0%	
26	The module provides alternative activities.	Students	F	3	9	30	47	32	1	121
			%	2.5%	7.4%	24.8%	38.8%	26.4%	0.8	100.0%
		Tutors	F	0	0	4	2	1	-	7
			%	0.0%	0.0%	57.1%	28.6%	14.3%	-	100.0%
		External Evaluators	F	0	1	1	3	2	-	7
			%	0.0%	14.3%	14.3%	42.9%	28.6%	-	100.0%
Total		F	3	10	35	52	35	1	135	
		%	2.2%	7.4%	25.9%	38.5%	25.9%	0.8	100.0%	

As shown in table 8, majority of the students (51.7%) and external evaluators (71.4%) believed that the material lacks encouragement to users

to express their life experience; their interests and views, and their feelings. On the other hand all the tutors believed that students are encouraged to do so (see question 24). At the same time, majority of the students (57%), all the external evaluators and the tutors believed that the material is interactive enough like a teacher in a face-to-face classroom (see question 25).

In the close examination of the text, it has been found that there is a good start to make the material to be interactive using expressions like ‘Hello Students!’ especially at the beginning of the modules. However, it has been identified that activities are not designed in such a way that tell what to do first to the learner; help the learner to think; to reflect; to visualize it; to read or listen the author’s experience, view, interest; invite to draw pictures and so on and son on (see a sample activity in Tomlinson (1998: 325-327). It is through such activities that the material designer can exploit the learners’ capacity for learning through meaningful experience (Tomlinson, 2003; Sheerin, 1989; Dickinson, 1991; Gardner and Miller, 1999). Moreover, though there are plenty of exercises in the text, most of them ask the users to do the exercises carefully and then answer questions that follow, which is in human. In sum, as the above ideas are not clearly reflected in the material, this is considered as one of the inadequacies of the material.

Table 9: Subjects Perception of the Balance of Skills in Text 1

No	Item	Respondents	Highly disagree	Disagree	Partially agree/disagree	Agree	Highly agree	Total		
								Missed	Valid	
27	The module provides an appropriate balance of the skill.	Students	F	15	23	24	45	14	1	121
			%	12.4%	19.0%	19.8%	37.2%	11.6%	0.8	100.0%
		Tutors	F	0	0	0	5	2	-	7
			%	0.0%	0.0%	0.0%	71.4%	28.6%	-	100.0%
		External Evaluators	F	2	4	0	1	0	-	7
			%	28.6%	57.1%	0.0%	14.3%	0.0%	-	100.0%
		Total	F	17	27	24	51	16	1	135
			%	12.6%	20.0%	17.8%	37.8%	11.9%	0.8	100.0%

As depicted in table 9, considerable number of students and majority of the external evaluators felt that the material fails to consider the balance of the skills. On the other hand, all the tutors felt that due consideration is given to balance them.

In contrast to the tutors, the inspection of the material reveals that listening skill is the neglected skill in the material. It has been found that there is no listening tape script accompanied by recorded cassettes so as to practice listening comprehension. Even the listening section is omitted from the table of contents.

In sum, the results seemed to demonstrate that the self-managed learners were not helped to listen for details; they did not acquire general information-listen for gist; they did not practice inferring meaning from context through listening as it is recommended by (Sheerin, 1989).

Moreover, as far as the reading skill is concerned, it has been reviewed that there are plenty of reading passages for comprehension, which is interesting. Of all language skills, reading is the most crucial for self-managed learning, since it is through reading students can gain access for further knowledge (Sheerin, 1989). However, the presentation of the reading skill was not escaped from criticism. Since reading can also be carried out for entertainment and for general information, the text has failed to consider extensive reading texts-reading longer texts. Tomlinson (1999: 322) recommends that one of the crucial features of self-access materials is that they provide extensive exposure to authentic English through purposeful reading and/or listening activities. Sheerin (1989: 65) also suggests that extensive reading will increase their vocabulary and improve their general feelings for language learning. Therefore, the users of the text were not exposed to authentic English; they were not helped to entertain themselves and gain general knowledge. Influential writers such as Swan (1985), Harmer (1996) and McDonough and Shaw (1997) advocate multi-skills syllabus as it considers and incorporates several categories of both meaning and form. Thus the text should have been considered to balance all the four basic skills and, therefore, it is one of the most important problems in the text.

Table 10: Subjects' Perception of the Contents in Text 1

No	Item	Respondents		Highly disagree	Dis-agree	Partially agree/ disagree	Agree	Highly agree	Total	
									Missed	Valid
28	The content in the module is relevant to the students need.	Students	F	15	33	25	33	16	-	122
			%	12.3%	27.0%	20.5%	27.0%	13.1%	-	100.0%
		Tutors	F	0	0	1	5	1	-	7
			%	0.0%	0.0%	14.3%	71.4%	14.3%	-	100.0%
		External Evaluators	F	0	0	2	3	2	-	7
			%	0.0%	0.0%	28.6%	42.9%	28.6%	-	100.0%
Total		F	15	33	28	41	19	-	136	
		%	11.0%	24.3%	20.6%	30.1%	14.0%	-	100.0%	
29	The content of the module is realistic.	Students	F	3	7	21	66	21	4	118
			%	2.5%	5.9%	17.8%	55.9%	17.8%	3.2%	100.0%
		Tutors	F	0	0	0	6	1	-	7
			%	0.0%	0.0%	0.0%	85.7%	14.3%	-	100.0%
		External Evaluators	F	0	0	1	4	2	-	7
			%	0.0%	0.0%	14.3%	57.1%	28.6%	-	100.0%
Total		F	3	7	22	76	24	4	132	
		%	2.3%	5.3%	16.7%	57.6%	18.2%	3.2%	100.0%	
30	The content of the module is challenging, interesting and motivating.	Students	F	1	8	23	61	29	-	122
			%	0.8%	6.6%	18.9%	50.0%	23.8%	-	100.0%
		Tutors	F	0	0	0	4	3	-	7
			%	0.0%	0.0%	0.0%	57.1%	42.9%	-	100.0%
		External Evaluators	F	0	1	1	3	2	-	7
			%	0.0%	14.3%	14.3%	42.9%	28.6%	-	100.0%
Total		F	1	9	24	68	34	-	136	
		%	0.7%	6.6%	17.6%	50.0%	25.0%	-	100.0%	
31	There is sufficient variety in the content of the module.	Students	F	2	7	20	64	27	2	120
			%	1.7%	5.8%	16.7%	53.3%	22.5%	1.6%	100.0%
		Tutors	F	0	0	0	4	3	-	7
			%	0.0%	0.0%	0.0%	57.1%	42.9%	-	100.0%
		External Evaluators	F	0	0	2	5	0	-	7
			%	0.0%	0.0%	28.6%	71.4%	0.0%	-	100.0%
Total		F	2	7	22	73	30	2	134	
		%	1.5%	5.2%	16.4%	54.5%	22.4%	1.6%	100.0%	
32	The module does not culturally biased and does not portray any negative stereotypes.	Students	F	2	8	19	61	31	1	121
			%	1.7%	6.6%	15.7%	50.4%	25.6%	0.8%	100.0%
		Tutors	F	0	0	0	4	3	-	7
			%	0.0%	0.0%	0.0%	57.1%	42.9%	-	100.0%
		External Evaluators	F	0	0	2	3	1	-	6
			%	0.0%	0.0%	33.3%	50.0%	16.7%	-	100.0%
Total		F	2	8	21	68	35	1	134	
		%	1.5%	6.0%	15.7%	50.7%	26.1%	0.8%	100.0%	

As depicted in table 10, considerable number of students, majority of the tutors and majority of the external evaluators perceived that the contents are relevant to the learners (see question 28). Similarly, majority of the students (73.7%), and all the tutors and 85.7% of the external evaluators felt that the content of the module is generally realistic (see question 29).

Moreover, majority of the respondents perceived that the content of the material is interesting, challenging, and motivating. They believed that there

is sufficient content variety and do not culturally bias and does not portray any negative stereotypes. Therefore, it seems clear that biases of age, race, gender and class are avoided in the material according to their reaction. It seems the writer of the material has made reasonable effort as the subjects believed that the content in the book was relatively suitable for the users. However, in the close inspection it has been found that contents of current issues about HIV, sports, democracy, harmful traditions, etc. are not included. This shows the content is not up-to dated. Moreover, one of the topics of the reading passage is about custom but, it is about wedding in England, custom of other people. There is no content about travel, culture or history of Ethiopia.

Scholars such as Prodromou (1988) recommends that students should get the opportunity to express or share information about their experiences of travel, customs, as well as facts about their own country, history culture, etc. so, the researcher felt that the content does not fully meet the standards.

Table 11: Subjects' Overall Consensus in Text 1

No	Item	Respondents		Highly disagree	Disagree	Partially agree/ disagree	Agree	Highly agree	Total		
									Missed	Valid	
33	The module satisfies interest of students' English language learning in the view of the students; and the module is appropriate to achieve the objectives set by the institution in the view of the external evaluators and tutors.	Students	F	2	6	24	60	28	2	120	
			%	1.7%	5.0%	20.0%	50.0%	23.3%	1.6%	100.0%	
		Tutors	F	0	0	0	4	3	-	-	7
			%	0.0%	0.0%	0.0%	57.1%	42.9%	-	-	100.0%
		External Evaluators	F	0	2	2	3	0	-	-	7
			%	0.0%	28.6%	28.6%	42.9%	0.0%	-	-	100.0%
Total			F	2	8	26	67	31	2	134	
			%	1.5%	6.0%	19.4%	50.0%	23.1%	1.6%	100.0%	
34	The module is suitable for 10+2 self-access Ethiopian learners	Tutors	F	0.0%	0	0	6	1	-	7	
			%	0	0.0%	0.0%	85.7%	14.3%	-	100.0%	
		External Evaluators	F	0.0%	2	1	2	0	2	5	
			%	0	40.0%	20.0%	40.0%	0.0%	28.6%	100.0%	
		Total			F	0.0%	2	1	8	1	2
			%	0	16.7%	8.3%	66.7%	8.3%	28.6	100.0%	
35	The module satisfies students' language learning interests in the view of the tutors and external evaluators.	Tutors	F	0	0	1	3	3	-	7	
			%	0.0%	0.0%	14.3%	42.9%	42.9%	-	100.0%	
		External Evaluators	F	0	2	1	2	0	2	5	
			%	0.0%	40.0%	20.0%	40.0%	0.0%	28.6%	100.0%	
		Total			F	0	2	2	5	3	2
			%	0.0%	16.7%	16.7%	41.7%	25.0%	28.6%	100.0%	

As table 11 demonstrates, majority of the students (73.3%) reacted that the material satisfies their English language learning interests. Similarly, all the tutors believed that the module is suitable to users and can achieve the objectives set by the institution. On the other hand, only 40% of the external evaluators have positive views to the suitability and success of the material to achieve the objectives set by the institution. Through out the examination of the text, a number of inadequacies have been identified. Some of them are: (a) listening is not treated at all, (b) the material is less humanistic, (c) encouragements and advice as well as warnings are not presented and, therefore, it is less motivating, (d) provision of indexing and referential materials are neglected, (e) answer keys are not informative enough and lacks commentaries (f) advice and provision of learning strategies and styles are not considered, and others. As it was discussed in chapter two, scholars such as Dickinson (1991), Gardner and Miller (1999), Richards (1994), Tomlinson (1998) and others recommend that a self-access material must carry out all the functions guiding, encouraging, interacting, and so on (please see section 2.4). They suggest that the 'material in print' is the most effective reference source for the learners.

This implies, since the self-access learner works alone without the close help of the teacher, it is the module that inspires the learner for his/her learning by providing strategies, giving advice; by providing variety of activities; by offering answer keys with necessary explanation and commentaries; by providing tape scripts to accompany audio recordings and others (please see section 2.6). Therefore, it can be inferred that in order to achieve the language learning aims of the institution for the target groups, the above features should have been taken into consideration and the material should have been developed with great care and responsibility.

In contrary to this fact, in the data the respondents suggest that the material is appealing to the target group and can achieve the language learning objectives of the institution, which is a consensus unexpected by the researcher. Therefore, the researcher has disagreement on this consensus.

4.3. Analysis of Text 2

As presented in section 3.3.2., text 2 is the self-access text of Alpha University College used for 10+2 TVET learners. The result is analyzed as follows:

4.3.1. Students Profile

The subjects are adult male and female learners in which half of them are busy people in other works; and most of them are motivated learners (please the following figures).



Figure 9: *Students' Sex Demographics in Text 2*



Figure 10: *Students' Age Demographics in Text 2*



Figure 11: *Students' Occupation Demographics in Text 2*



Figure 12: *Students' Motivation Demographics in Text 2*

4.3.2. Tutors' Background Information

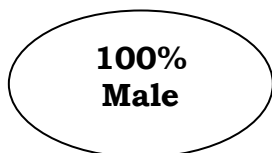


Figure 13: Tutors' Sex Demographics in Text 2

Figure 14: Tutors' Qualification Demographics in Text 2

4.3.3. Analysis of Subjects Perception of Text 2

Table 12: Subjects' Perception by Clarity and Preciseness of the Objectives in Text 2

No	Item	Respondents		Highly disagree	Disagree	Partially agree/disagree	Agree	Highly agree	Total	
									Missed	Valid
1	Objectives are provided in the activities	Students	F	28	43	54	60	11	1	196
			%	14.3%	21.9%	27.6%	30.6%	5.6%	0.5%	100.0%
		Tutors	F	1	1	0	1	2	-	5
			%	20.0%	20.0%	0.0%	20.0%	40.0%	-	100.0%
		External Evaluators	F	2	4	0	0	0	1	6
			%	33.3%	66.7%	0.0%	0.0%	0.0%	14.3%	100.0%
Total		F	31	48	54	61	13	2	207	
		%	15.0%	23.2%	26.1%	29.5%	6.3%	1.0%	100.0%	
2	The objectives are clear and precise	Students	F	14	31	70	66	15	1	196
			%	7.1%	15.8%	35.7%	33.7%	7.7%	0.5%	100.0%
		Tutors	F	1	1	0	1	2	-	5
			%	20.0%	20.0%	0.0%	20.0%	40.0%	-	100.0%
		External Evaluators	F	0	2	4	1	0	-	7
			%	0.0%	28.6%	57.1%	14.3%	0.0%	-	100.0%
Total		F	15	34	74	68	17	1	208	
		%	7.2%	16.3%	35.6%	32.7%	8.2%	0.5%	100.0%	

Table 12 demonstrates that 36.2% of the students and 40% of the tutors as well as all the external evaluators react that objectives are not provided in the activities. Similarly, 22.9% of the students, 40% of the tutors and 28.6% of the external evaluators have negative reaction to the clarity and preciseness of the objectives. Richards (1994) recommend that objectives are checkable so that they should be clear and precise. As it is presented in section 4.2.2 Table 1, one of a good quality of self-access material is that it considers clarity and explanation of objectives (Dickinson, 1991). The data reveals that users were not helped to assess their progress.

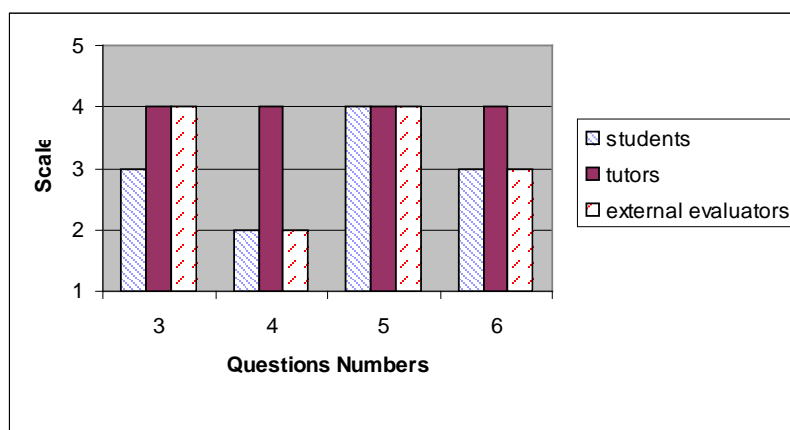


Figure15: Subjects' Perception of the Language Inputs in the Material in Text 2

With this regard, subjects were asked whether the language input used in the material matches the students' ability, whether summaries, transcriptions of spoken texts, translations, and glossaries are provided; whether the language used is authentic; and grammar and vocabulary items are appropriate to the users.

The result in figure 15 demonstrates, unlike the external evaluators and the tutors, considerable number of students felt that the language is beyond their ability (see question 3). On the other hand, majority of the tutors believed that adequate summaries, transcriptions and the like are provided. Yet majority of the students and external evaluators perceived that these things are not provided (see questions 4). In the inspection of the material, it has been identified that summaries, transcriptions, translations, glossary and the like are neglected. Dickinson (1991) recommends that provision of these important features help to support the users to discover meaning and to meet the linguistic level of the material vis-à-vis the level of the learner (see section 2.4.2).

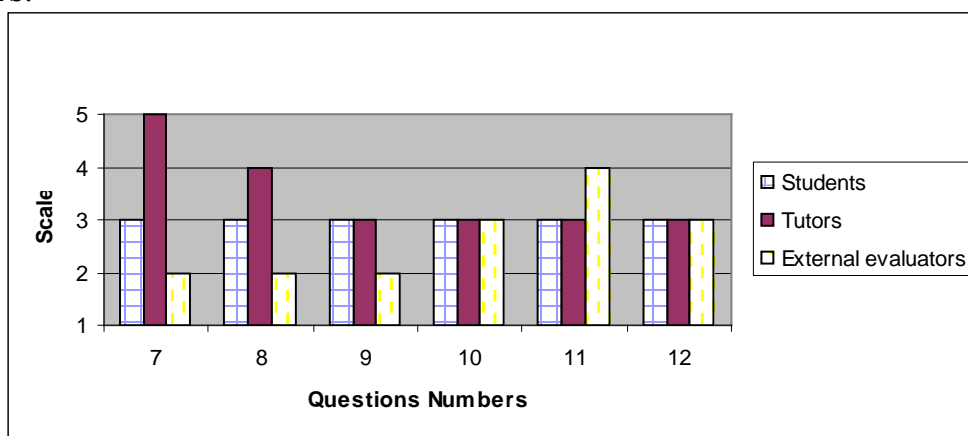
As far as the language authenticity is concerned, all the subjects shared the same view that it is like real life English. In this issue, large number of students and external evaluators seem unhappy to the appropriateness of the grammar and vocabulary items (see question 6).

In terms of grammar and vocabulary, the close inspection of the text also reveals that the author gave no emphasis to grammar Cunnings worth (1984) recommends that any language teaching programme which ignores grammar is to really teaching language in the full sense of the world.

With respect to vocabulary, it has been noted that students were asked to infer meaning of words from the surrounding context of the reading passages. In addition, vocabulary skill-building exercises such as collocations are provided in the vocabulary sections though they are difficult to them.

In sum, the text's less consideration of grammatical structures disappointed the respondents. In this issue White (1997) also suggests that the right knowledge of grammar and function are an essential aspect of communicative competence.

An additional problem, as to the knowledge of the researcher, is that the text is designed for preparatory (pre-university) students, who have better learning capacity and experience. It is known that TVET students in our context are those who fail to join the preparatory programme. So, the vocabulary used in the comprehension or longer passages of the text doubts the researcher that they can meet the level of the learners. In addition to this, some of the external evaluators from experience viewed in the open-ended part of the checklist that the language is difficult to the users. They suggest that the material should have been written (adapted) using simple language and consideration should have been given to grammar and vocabulary usage so as to suit to the level of the learners.



Figure

16: Subjects Perception of the Activities in Text 2

Just to remind, in this respect, subjects were asked to give their perception of the activities-whether they are varied; whether there is balance of accuracy and fluency; and whether different learning modes are considered.

As depicted in Figure 16, the external evaluators strongly criticized that activities in the material are not varied. Similarly, majority of the students, unlike to the tutors view, are unhappy with the limited number of activities in

the material (see question 7). The same is true with the stimulation power of the activities (see question 8). Both students and tutors felt that there is balance of activities, in contrary to the comments given earlier. Majority of the subjects react that the activities do not incorporate pair and group work (see question 10). In sum, to the communicative and meaningfulness of the activities, majority of the external evaluators have positive response. But the students and the tutors do not have positive response to the point. Majority of the respondents believed that the activities do not promote creative, original and independent responses. This implies that the learners were not exploited their prior individual experience and helped to provide opportunity for personal development as recommended by Tomlinson (1998).

In the inspection of the text, it has been examined that there are no more than two activities in each sections of the text, which is very limited. It has been also identified that there are only two activities that encourage pair and group work. As it is discussed in the earlier sections, Dickinson and Carver (2004) recommend that self-managed learners need practice in working co-operatively with others as the learning does not imply learning in isolation and many aspects of the language practice are best done with others.

In the survey of the activities, it is also revealed that the activities cannot maximize the 'brain's potential' for learning and development as suggested by Lozanove as quoted in Tomlinson (1998). As the numbers of activities in the text are very limited, the self-managed learner cannot choose what to work on and to do so in his/her own time and at his/her own pace (please see the seven principles of access-self activities in section 2.4.3). Dickinson (1991) suggests that variety of activities should be provided in a self-instructional material so as to enable the learner to achieve the objectives. Richards (1994) also recommends that activities should be sufficiently stimulating and varied.

Table 13: Subjects' Perception of the Flexibility of Text 2

No	Item	Respondents		Highly disagree	Disagree	Partially agree/disagree	Agree	Highly agree	Total	
									Missed	Valid
13	The material considers learners' learning styles.	Student	F	37	48	47	48	16	1	196
			%	18.9%	24.5%	24.0%	24.5%	8.2%	0.5%	100.0%
		Tutor	F	1	1	2	1	0	-	5
			%	20.0%	20.0%	40.0%	20.0%	0.0%	-	100.0%
		External Evaluator	F	0	0	5	2	0	-	7
			%	0.0%	0.0%	71.4%	28.6%	0.0%	-	100.0%
Total		F	38	49	54	51	16	1	208	
		%	18.3%	23.6%	26.0%	24.5%	7.7%	0.5%	100.0%	
14	The material considers language learning strategies.	Student	F	31	66	41	43	15	1	196
			%	15.8%	33.7%	20.9%	21.9%	7.7%	0.5%	100.0%
		Tutor	F	0	1	2	1	1	-	5
			%	0.0%	20.0%	40.0%	20.0%	20.0%	-	100.0%
		External Evaluator	F	0	5	1	1	0	-	7
			%	0.0%	71.4%	14.3%	14.3%	0.0%	-	100.0%
Total		F	31	72	44	45	16	1	208	
		%	14.9%	34.6%	21.2%	21.6%	7.7%	0.5%	100.0%	

As table 13 indicates, 43.4% of the students, 40% of the tutors and 71.4% of the external evaluators felt unhappy because the material fails to consider the different learning styles (see question 13). Similarly, many of the students (49.5), 20% of the tutors as well as 71.4% of the external evaluators perceived that the material fail to consider learning strategies. As is recommended by Sheerin (1989) Tomlinson (1998) and others, to assist learners to learning according to their learning styles, visual aids such as pictures, diagrams and maps should be considered in the material. They recommend that learners should be asked to visualize situations and take part in role-play activities. Unfortunately, in the close inspection of the text, it has been identified that there are only five tables and only one diagram through out the text. It is also examined that no instruction invites learners to visualize to draw pictures and to take part in role-play activities. There is no advice to encourage learners to tell a story and record their own speech and act out it. This implies that the text has failed to consider learning styles and it is one of the important problems of the module.

In respect to the learning strategies, scholars such as Dickinson (1991), Tomlinson (1998), Lessard- Clouston ad Mayer (1986, online) and others suggest that self-instructional material should consider strategies (see a sample strategy by Tomlinson, 2003 in section 2.4.4 page 19) as they facilitate use of new language and as they are tools for self-directed involvement necessary for

developing communicative ability (Oxford, 1992 as cited in Lessard Clouston and Mayer (1986, online). However, the result reveals that the students have not been empowered to manage their own learning since strategies are not considered in the text (except one advice in page 1 for reading techniques). Therefore, this is one of the potential problems of the module.

Table 14: Subjects' Perception of the Instructions in Text 2

No	Item	Respondents		Highly disagree	Disagree	Partially agree/disagree	Agree	Highly agree	Total	
									Missed	Valid
15	Instructions are written in simple and clear language.	Students	F	17	18	40	89	32	1	196
			%	8.7%	9.2%	20.4%	45.4%	16.3%	0.5%	100.0%
		Tutors	F	0	0	0	3	2	-	5
			%	0.0%	0.0%	0.0%	60.0%	40.0%	-	100.0%
		External Evaluators	F	0	1	1	4	1	-	7
			%	0.0%	14.3%	14.3%	57.1%	14.3%	-	100.0%
Total		F	17	19	41	96	35	1	208	
		%	8.2%	9.1%	19.7%	46.2%	16.8%	0.5%	100.0%	
16	Advice is considered in the instructions on how activities should be done.	Students	F	66	69	22	27	11	2	195
			%	33.8%	35.4%	11.3%	13.8%	5.6%	1.0%	100.0%
		Tutors	F	0	1	1	1	1	1	4
			%	0.0%	25.0%	25.0%	25.0%	25.0%	20.0%	100.0%
		External Evaluators	F	3	2	1	1	0	-	7
			%	42.9%	28.6%	14.3%	14.3%	0.0%	-	100.0%
Total		F	69	72	24	29	12	3	206	
		%	33.5%	35.0%	11.7%	14.1%	5.8%	1.4%	100.0%	
17	Advice is considered in the instruction on how to learn skills, how to plan, how to motivate him self/herself to do it, how to use speakers of the target language etc.	Students	F	93	54	19	20	11	-	197
			%	47.2%	27.4%	9.6%	10.2%	5.6%	-	100.0%
		Tutors	F	0	0	2	2	1	-	5
			%	0.0%	0.0%	40.0%	40.0%	20.0%	-	100.0%
		External Evaluators	F	2	5	0	0	0	-	7
			%	28.6%	71.4%	0.0%	0.0%	0.0%	-	100.0%
Total		F	95	59	21	22	12	-	209	
		%	45.5%	28.2%	10.0%	10.5%	5.7%	-	100.0%	

In table 14, question 15 demonstrates that the students, the tutors as well as majority of the external evaluators had positive view to the clarity and simplicity of the instructions. However, as question 16 demonstrates 69.2% of the students, 71.5% the external evaluators and only 25% of the tutors felt that the instructions did not consider advice to the learners on the order

in which various activities should be done, how they are to be done and how much time they might take. Moreover, as can be seen in question 17, 74.6% of the students and all the external evaluators, unlike to all the tutors, perceived that, the instructions do not consider advice to the learner on how to plan his/her work; how to practice it; how to motivate his/her self to do it, how to use speakers of the target language and the like.

In the inspection of the text, it has also been found that out of the 57 activities in the text only two activities (p. 3 and 7) contain some advice. As it is presented in section 2.4.5, Tomlinson (2003); Dickinson (1991); and Gardner and Miller (1999) recommends that, in addition to the clarity and simplify of the instructions, self-instructional material should consider advice on how to motivate the learner for him/her self, how to exploit speakers of the target language, amount of time to use and the like. Dickinson (1991) warns that the absence of such instruction by no means disqualifies a set of self-access material. Dickinson and Carver (2004) also recommend that self instructed learners need first to learn how to learn language independently as it is a complex practice. Hopelessly, the result shows that the material failed to consider these important features. In other words, though it may seem disappointing to some of the tutors, the study revealed that this is one of the major weaknesses of the text.

Table 15: Subjects' Perception of the Answer Keys and Tests in Text 2

No	Item	Respondents		Highly disagree	Disagree	Partially agree/disagree	Agree	Highly agree	Total	
									Missed	Valid
18	The Material provides answer keys and they are informative	Students	F	61	61	36	29	9	1	196
			%	31.1%	31.1%	18.4%	14.8%	4.6%	0.5%	100.0%
		Tutors	F	0	0	1	1	3	-	5
			%	0.0%	0.0%	20.0%	20.0%	60.0%	-	100.0%
		External Evaluators	F	1	5	0	0	1	-	7
	%		14.3%	71.4%	0.0%	0.0%	14.3%	-	100.0%	
Total		F	62	66	37	30	13	1	208	
		%	29.8%	31.7%	17.8%	14.4%	6.3%	0.5%	100.0%	

As depicted in table 15, the informative standard of the answer keys is unacceptable to the majority of students and external evaluators. To the contrary, 80% of the tutors react that the answer keys are standard enough. It has been inspected that there are answer keys but no explanation or referential information is provided. As was discussed in section 2.4.7, the

main advantage of providing answer keys is to help learners to know why they were wrong and where they were wrong. Dickinson (1991) recommends that an explanation of why the correct response is right should be given to protect the learner from reaching at the right answer with wrong reasons. Tomlinson (1998) also recommends feedback should be given through commentaries rather answer keys only as they give the learner to compare their answers to those of the material developers and other learners. However, the result shows that the answer keys include no explanation and no commentary is provided. Therefore, this poor standard of the feedback and answer keys is one of the weaknesses of the material.

Table 16: Subjects' Perception of the Reference Materials in Text 2

No	Item	Respondents	Highly disagree	Disagree	Partially agree/disagree	Agree	Highly agree	Total		
								Missed	Valid	
19	Vocabulary glossary and cassette recording to practice pronunciation is considered the module	Students	F	91	49	25	24	7	1	196
			%	46.4%	25.0%	12.8%	12.2%	3.6%	0.5%	100.0%
		Tutors	F	0	2	1	1	1	-	5
			%	0.0%	40.0%	20.0%	20.0%	20.0%	-	100.0%
		External Evaluators	F	1	4	1	1	0	-	7
			%	14.3%	57.1%	14.3%	14.3%	0.0%	-	100.0%
		Total	F	92	55	27	26	8	1	208
			%	44.2%	26.4%	13.0%	12.5%	3.8%	0.5%	100.0%

Table 16 demonstrates that majority of the students and external evaluators and considerable number of the tutors perceive that vocabulary glossary, pronunciation materials by combining cassette recording with instructions are not considered. This has been approved the inspection of the text that these essential features are not considered all in all in the text. Dickinson (1991) suggests that as the most important reference sources are the learning materials themselves, the materials are expected to include references such as glossary and materials for how to pronounce individual words by combining cassette recording with instruction on learning pronunciation. Richards (1994) also suggests that glossaries are essential as learners can use them as handy checks on their grasp of key concepts. Unfortunately, the result shows that the text did not consider all these essential features. Therefore, this is one of the inadequacies of the module.

Table 17: Subjects' Perception of the Indexing in Text 2

No	Item	Respondents		Highly disagree	Disagree	Partially agree/disagree	Agree	Highly agree	Total	
									Missed	Valid
20	The module considers content lists to help the learner to find explanations of grammar.	Student	F	50	44	45	47	10	1	196
			%	25.5%	22.4%	23.0%	24.0%	5.1%	0.5%	100.0%
		Tutor	F	0	1	0	1	3	-	5
			%	0.0%	20.0%	0.0%	20.0%	60.0%	-	100.0%
		External Evaluator	F	2	4	0	1	0	-	7
			%	28.6%	57.1%	0.0%	14.3%	0.0%	-	100.0%
Total		F	52	49	45	49	13	1	208	
		%	25.0%	23.6%	21.6%	23.6%	6.3%	0.5%	100.0%	

Table 17 shows that all except one of the external evaluators, 47.9% of the students, but only 20% of the tutors viewed that indexing is not considered. Through the inspection process it has been reviewed that except definition of grammatical terms like adjective, adverb, past tense, etc, list of words and where they are found is not considered at all. Dickinson (1991) suggests that self-instructional materials should consider content list as it enables the learners to find explanations of grammatical and discourse points. However, the result shows that indexing is not totally considered in the material. Therefore, this is the other weakness of the text.

Table 18: Subjects' Perception of the Motivational Factors in Text 2

No	Item	Respondents		Highly disagree	Disagree	Partially agree/disagree	Agree	Highly agree	Total	
									Missed	Valid
21	The lay out and design is appropriate and clear.	Students	F	13	19	42	96	27	-	197
			%	6.6%	9.6%	21.3%	48.7%	13.7%	-	100.0%
		Tutors	F	0	0	1	2	1	1	4
			%	0.0%	0.0%	25.0%	50.0%	25.0%	20.0%	100.0%
		External Evaluators	F	0	0	2	5	0	-	7
			%	0.0%	0.0%	28.6%	71.4%	0.0%	-	100.0%
Total		F	13	19	45	103	28	1	208	
		%	6.3%	9.1%	21.6%	49.5%	13.5%	0.5%	100.0%	
22	The material is organized effectively.	Students	F	19	20	46	79	30	3	194
			%	9.8%	10.3%	23.7%	40.7%	15.5%	1.5%	100.0%
		Tutors	F	0	1	1	1	1	1	4
			%	0.0%	25.0%	25.0%	25.0%	25.0%	20.0%	100.0%
		External Evaluators	F	0	0	2	5	0	-	7
			%	0.0%	0.0%	28.6%	71.4%	0.0%	-	100.0%
Total		F	19	21	49	85	31	4	205	
		%	9.3%	10.2%	23.9%	41.5%	15.1%	2.4%	100.0%	
23	Encouragements and warnings are considered in the material to stimulate the learners.	Students	F	71	69	27	23	6	1	196
			%	36.2%	35.2%	13.8%	11.7%	3.1%	0.5%	100.0%
		Tutors	F	0	2	0	2	1	5	
			%	0.0%	40.0%	0.0%	40.0%	20.0%	100.0%	
		External Evaluators	F	2	4	1	0	0	7	
			%	28.6%	57.1%	14.3%	0.0%	0.0%	100.0%	
Total		F	73	75	28	25	7	1	208	
		%	35.1%	36.1%	13.5%	12.0%	3.4%	0.5%	100.0%	

Items 21 and 22 in table 18 demonstrates that the lay out is appropriate and the material is effectively organized. On the other hand, as question 23 demonstrates, 71.5% of the students, 40% of the tutors and 85.7% of the external evaluators react that encouragements and warnings to the learner so as to stimulate him/her has not been considered. In the close inspection, it has been found that even though the lay out and organization is acceptable, encouragements just to motivate the learner has not been considered. The most interesting encouragement techniques that can motivate learners easily, suggested by Dickinson (1991) (see section 2.4.10) for a self-instructed learner are not considered throughout the text. Moreover, as the activities in the material are not varied, this may contribute negatively. As it is recommended by Richards (1994) activities are source of welcome variety ad motivate the learner.

He also recommends that encouragements can use to draw attention to important pints for the learner. In sum, the lack of encouragement considerations in the material is one of the short comings of the text.

Table 19: Subjects' Perception of the Humanistic Nature of Text 2

No	Item	Respondents		Highly disagree	Disagree	Partially agree/disagree	Agree	Highly agree	Total	
									Missed	Valid
24	The module encourages learners to use their life experience, interests, attitudes, feelings, and their views.	Students	F	56	32	51	43	14	1	196
			%	28.6%	16.3%	26.0%	21.9%	7.1%	0.5%	100.0%
		Tutors	F	0	0	1	3	1	-	5
			%	0.0%	0.0%	20.0%	60.0%	20.0%	-	100.0%
		External Evaluators	F	0	1	4	2	0	-	7
			%	0.0%	14.3%	57.1%	28.6%	0.0%	-	100.0%
Total		F	56	33	56	48	15	1	208	
		%	26.9%	15.9%	26.9%	23.1%	7.2%	0.5%	100.0%	
25	The material interacts with the learner like an interactive teacher in a face-to-face classroom.	Students	F	65	50	38	26	10	8	189
			%	34.4%	26.5%	20.1%	13.8%	5.3%	4.1%	100.0%
		Tutors	F	0	1	2	0	1	1	4
			%	0.0%	25.0%	50.0%	0.0%	25.0%	20.0%	100.0%
		External Evaluators	F	1	5	1	0	0	-	7
			%	14.3%	71.4%	14.3%	0.0%	0.0%	-	100.0%
Total		F	66	56	41	26	11	9	200	
		%	33.0%	28.0%	20.5%	13.0%	5.5%	4.3%	100.0%	
26	The module provides alternative activities.	Students	F	49	54	52	30	9	3	194
			%	25.3%	27.8%	26.8%	15.5%	4.6%	1.4%	100.0%
		Tutors	F	0	1	1	1	2	-	5
			%	0.0%	20.0%	20.0%	20.0%	40.0%	-	100.0%
		External Evaluators	F	0	6	1	0	0	-	7
			%	0.0%	85.7%	14.3%	0.0%	0.0%	-	100.0%
Total		F	49	61	54	31	11	3	206	
		%	23.8%	29.6%	26.2%	15.0%	5.3%	1.4%	100.0%	

Table 19 shows that considerable number of students (44.9%) believed that the text lacks to encourage learners to use their life experience, attitudes, beliefs, etc. On the other hand, 80% of the tutors and 28% of the external evaluators perceived that it encourages to the learners. As found in question 25, majority of the student (60.9%) reacted that it lacks interaction with the students. Similarly, 85.7% of the external evaluators reacted that the text is not interactive. Moreover, only one of the tutors responded positively.

Students' response to question 26 shows that there are no alternative activities in the text so as to help them learn according to their styles. 85.7% of them believed that alternative exercises are not sufficiently considered.

In the close-inspection of the text, it has been found that there are only eight activities that encourage learners to express their experience on some issues-especially at the brain storming (i.e. pre-reading sections). In the other 49 activities, there is no any encouragement that helps learners to express their feelings, attitudes and the like. Moreover, it has been noted that the text does not interact with the learner and alternative activities are not provided suitable to the self-managed learner. The prominent writer Tomlinson (2003) recommends with emphasis that ELT material writers should consider the humanistic nature of the text. He suggests that students should be treated as human, therefore, should be helped to express their views, attitudes, beliefs, experiences, likes, feelings, etc. He also recommends that materials should chat to the learner in the way that good interactive teacher does and they should be helped to feel as if they are equal interactants with the material writer. Unfortunately, the result shows that the material fails to consider the above essential features. Cormon (1986) also suggests '... students are people and that their different personalities, feelings and interests should be taken into account'. Therefore, the lack of humanistic nature of the text is one of the chief criticisms of the researcher.

Table 20: Subjects' Perception of the Balance of the Skills in Text 2

No	Item	Respondents		Highly disagree	Disagree	Partially agree/disagree	Agree	Highly agree	Total		
									Missed	Valid	
27	The module provides an appropriate balance of the skill	Students	F	33	69	50	37	7	1	196	
			%	16.8%	35.2%	25.5%	18.9%	3.6%	0.5%	100.0%	
		Tutors	F	0	0	2	2	1	-	5	
			%	0.0%	0.0%	40.0%	40.0%	20.0%	-	100.0%	
		External Evaluators	F	1	3	2	0	1	-	7	
			%	14.3%	42.9%	28.6%	0.0%	14.3%	-	100.0%	
		Total		F	34	72	54	39	9	1	208
				%	16.3%	34.6%	26.0%	18.8%	4.3%	0.5%	100.0%

As depicted in table 9, 52% of the students and 67.2% of the external evaluators reacted that skills are treated not in a balance. On the other hand, 60% of the tutors reacted that the skills are treated equally in the text.

The researcher examined that listening is a neglected skill like that of St. Mary's text. There is no any tape script included in the text so as to develop listening comprehension. Moreover, pronunciation skill is also neglected skill. There is only one pronunciation activity concerning '-ought' sounds.

It is also noted that grammar is treated only in less than ¼ of the text. Unlike to the tutors, this is the common consensus of the external evaluators, students as well as the researcher'. In this respect, scholars such as Sheerin (1989), Swan (1985), Harmer (1996) and McDonough and Shaw (1997) recommend that the receptive and productive skills should be treated in a balance. However, the study reveals that the listening, grammar and pronunciation skills are neglected in the text. Therefore, this is one of the major weaknesses of the text.

On the other hand, it has been noted that in addition to the reading comprehension passages extensive reading texts (i.e. longer texts) are added at the end of each unit, which can be one of its strong side.

Table 21: Subjects' Perception of the Contents of the Material in Text 2

No	Item	Respondents		Highly disagree	Disagree	Partially agree/ disagree	Agree	Highly agree	Total	
									Missed	Valid
28	The content in the module is relevant to the students need.	Students	F	24	19	48	73	31	2	195
			%	12.3%	9.7%	24.6%	37.4%	15.9%	1.0%	100.0%
		Tutors	F	0	1	0	3	1	-	5
			%	0.0%	20.0%	0.0%	60.0%	20.0%	-	100.0%
		External Evaluators	F	0	1	1	5	0	-	7
			%	0.0%	14.3%	14.3%	71.4%	0.0%	-	100.0%
Total		F	24	21	49	81	32	2	207	
		%	11.6%	10.1%	23.7%	39.1%	15.5%	1.0%	100.0%	
29	The content of the module is realistic.	Students	F	9	16	45	90	24	13	184
			%	4.9%	8.7%	24.5%	48.9%	13.0%	6.6%	100.0%
		Tutors	F	0	1	0	4	0	-	5
			%	0.0%	20.0%	0.0%	80.0%	0.0%	-	100.0%
		External Evaluators	F	0	1	1	5	0	-	7
			%	0.0%	14.3%	14.3%	71.4%	0.0%	--	100.0%
Total		F	9	18	46	99	24	13	196	
		%	4.6%	9.2%	23.5%	50.5%	12.2%	6.2%	100.0%	
30	The content of the module is challenging, interesting and motivating.	Students	F	13	18	61	79	25	1	196
			%	6.6%	9.2%	31.1%	40.3%	12.8%	0.5%	100.0%
		Tutors	F	0	1	1	2	1	-	5
			%	0.0%	20.0%	20.0%	40.0%	20.0%	-	100.0%
		External Evaluators	F	0	0	5	2	0	-	7
			%	0.0%	0.0%	71.4%	28.6%	0.0%	-	100.0%
Total		F	13	19	67	83	26	1	208	
		%	6.3%	9.1%	32.2%	39.9%	12.5%	0.5%	100.0%	
31	There is sufficient variety in the content of the module.	Students	F	10	16	37	92	34	8	189
			%	5.3%	8.5%	19.6%	48.7%	18.0%	4.1%	100.0%
		Tutors	F	0	1	1	1	2	-	5
			%	0.0%	20.0%	20.0%	20.0%	40.0%	-	100.0%
		External Evaluators	F	0	0	3	4	0	-	7
			%	0.0%	0.0%	42.9%	57.1%	0.0%	-	100.0%
Total		F	10	17	41	97	36	6	201	
		%	5.0%	8.5%	20.4%	48.3%	17.9%	3.8%	100.0%	
32	The module does not culturally biased and does not portray and negative stereotypes.	Students	F	16	13	30	84	51	3	194
			%	8.2%	6.7%	15.5%	43.3%	26.3%	1.5%	100.0%
		Tutors	F	0	0	1	2	2	-	5
			%	0.0%	0.0%	20.0%	40.0%	40.0%	-	100.0%
		External Evaluators	F	0	0	2	5	0	-	7
			%	0.0%	0.0%	28.6%	71.4%	0.0%	-	100.0%
Total		F	16	13	33	91	53	3	206	
		%	7.8%	6.3%	16.0%	44.2%	25.7%	1.4%	100.0%	

Table 21 shows that most of the subjects have positive consensus to the contents of the text. Culture bias is not reflected. Basically, the respondents reflect that the content are relevant, realistic, challenging, interesting and does not portray any negative stereotypes. As was discussed in section 2.5, culture consideration is crucial in material design as recommended by Prodromou (1988). He suggests that users should get the opportunity to share information about their experience of travel, customs, facts about their country, history, culture, etc. In this regard, the study reveals that the writer

has made a good deal of effort to avoid- culture biases and any negative stereotypes. The researcher has some reservations since the temporary issues such as HIV (health), harmful traditional practices, disasters, values of peace sports and others are not considered in the text.

Table 22: Subjects' Overall Consensus of Text 2

No	Item	Respondents		Highly disagree	Disagree	Partially agree/ disagree	Agree	Highly agree	Total	
									Missed	Valid
33	The module satisfies interest of students English language learning in the view of the students; and the module is appropriate to achieve the objectives set by the institution in the view of the external evaluators and tutors.	Students	F	11	38	98	36	11	3	194
			%	5.7%	19.6%	50.5%	18.6%	5.7%	1.5%	100.0%
		Tutors	F	0	0	2	2	1	-	5
			%	0.0%	0.0%	40.0%	40.0%	20.0%	-	100.0%
		External Evaluators	F	0	1	6	0	0	-	7
			%	0.0%	14.3%	85.7%	0.0%	0.0%	-	100.0%
Total		F	11	39	106	38	12	3	206	
		%	5.3%	18.9%	51.5%	18.4%	5.8%	1.4%	100.0%	
34	The module is suitable for 10+2 self-access Ethiopian learners.	Tutors	F	0	1	1	2	1	-	5
			%	0.0%	20.0%	20.0%	40.0%	20.0%	-	100.0%
		External Evaluators	F	0	1	4	0	0	2	5
			%	0.0%	20.0%	80.0%	0.0%	0.0%	26.8%	100.0%
		Total		F	0	2	5	2	1	2
		%	0.0%	20.0%	50.0%	20.0%	10.0%	16.7%	100.0%	
35	The module satisfies students' language learning interests in the view of the tutors and external evaluators.	Tutors	F	0	2	0	3	0	-	5
			%	0.0%	40.0%	0.0%	60.0%	0.0%	-	100.0%
		External Evaluators	F	0	1	4	0	0	2	5
			%	0.0%	20.0%	80.0%	0.0%	0.0%	26.8%	100.0%
		Total		F	0	3	4	3	0	2
		%	0.0%	30.0%	40.0%	30.0%	0.0%	16.7%	100.0%	

The text is altogether only partially suitable to majority of the students. Only 24.3% of the students respond that the material satisfies their English language learning interests. Similarly, more than 80% of the external evaluators believe that the material may partially satisfy students English language learning interests partially can suit to them and partially can achieve the objectives set by the institution. To the contrary, majority of the

tutors believed that the material is suitable to the learners to satisfy their English language learning interests and can achieve the objectives set by their institutions.

In this concern, it has been presented in the aforementioned discussion that the material lacks most of the essential features that a self-access material should consider. For example the language level is not appropriate; skills such as grammar and listening are not appropriately considered; activities are not varied and stimulating, it lacks to consider learning styles and strategies, learning advice is neglected, indexing and provision of reference materials is not considered and the material is less humanistic.

As it is presented in chapter two, the prominent writers such as Richards (1994), Dickinson (1991), Gardner and Miller (1999) and others highly recommend that a self-access material must carry out all the functions a teacher could carry out in motivating guiding, encouraging, interacting, discussing alternative answers and the like (please see section 2.4). Similarly Cunningsworth (1995) argues that the self-directed ELT text is the most effective resource of ideas, activities and a reference source for the users.

What the scholars suggest is that as the self-access learner works alone without assistance of the teacher, it is the module that inspires him/her for his/her learning by providing strategies, giving advice, by providing variety of activities, by offering answer keys with appropriate information, by providing tape scripts to accompany audio recordings and the like (please see section 2.6). From this, it can be deduced that to achieve the language learning goals set by an institution, the above features should be considered and treated with great care and responsibility. Therefore, though it may be disappointing to majority of the tutor respondents, the study reveals that the material cannot satisfy users English language learning interest; it cannot be suitable to the target group and cannot achieve the language learning objectives set by the institution.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1. Conclusion

The study has attempted to provide insights into the effectiveness of self-access materials design and development. Tomlinson (2003) states ‘material evaluation is demanding but rewarding.’ It is believed that the study give important indications for future self-access ELT material design and evaluation. As it has been presented in chapter four, the finding can be summarized as follows:

1. Both texts have inadequacies of clear and precise objectives.
2. Grammar is neglected and vocabularies used in the comprehension passages are difficult to the target group in text 2.
3. No varieties of activities are provided in text 2 and the stimulation power is very low. The activities do not incorporate group and pair works in both texts. In text 1, though there are varieties of activities, they are not stimulating enough to users. They do not encourage learners to order, to compare, and to transfer information, to match pictures, to arrange scrambled pictures and the like so that they lack to be communicative.
4. Both texts hopelessly are inadequate to consider students learning styles and advice on learning strategies.
5. Instructions in both texts are below the acceptable standard as they fail to include sufficient advice to the self-managed learner on how activities should be done; how much time they might take; how to plan his/her work; how to motivate him/her self to do it; how to use speakers of the target language and the like.
6. Even if answer keys are provided, they are also below the acceptable standard as they lack to provide clarification and they do not include commentaries so as to give the users the opportunity to compare their responses with those of the material developers and other learners in both texts.

7. Both texts fail to consider referential materials such as adequate glossary (especially text 2), pronunciation materials by combining cassette recordings with instructions.
8. Indexing is not considered in both texts.
9. Since the activities in both texts do not invite or encourage the learners to express their life experiences, attitudes and feelings; and since the author fails to share his/her experience of life, attitude and feelings to the learner, they have been found that they are less interactive, and so less humanistic. Moreover, since they do not encourage learners to visualize situations, to use role-play activities, etc, they are less motivating.
10. Since listening is the neglected skill in both texts and do not incorporate teaching of word stress, sentence stress and intonation; and since text 1 fails to provide extensive readings, the skills are not treated in a balance.
11. With its all the above limitations, users of text 1 still wants to use the material to satisfy their English language learning and so are the tutors believed that the material is appealing to their users. On the other hand, considerable number of users of text 2 believed that the material is uninviting, unlike to their tutors. Majority of tutors of both institutions believed that the materials can achieve the objectives set by their institutions.

To sum up, due to the above drawbacks of the materials, it is possible to conclude that as the materials do not meet the acceptable standard of self-access material design principles, they are not appropriate and cannot achieve the language learning aims of the institutions.

5.2. Recommendations

From the findings discussed, the following recommendations can be drawn:

1. The findings show that the materials lack an acceptable standard or level of quality for self-access learning/teaching. Therefore, it can be whole-heartedly recommended that the materials at least need to be

adapted and made completely suitable for self-access learning/teaching process.

2. From the findings, it can be noted that the materials are not prepared by experts who are well aware of the principles of self-access language learning and self-access material design and development. Therefore, the institutions should give priority to the quality of the material and so to the quality of education; and should negotiate with expertise who have better academic credentials; who can devote their time, energy and knowledge to improve the quality of the materials. In this respect, the researcher would like to view that he is not over generalized as there may be other standard self-access modules, which of course can be identified through study.
3. St. Mary's and Alpha University Colleges should create a situation to evaluate their ELT self-access materials so as to improve the quality of the texts so as to protect them to contribute for the poor quality of education. As recommended by Gardner and Miller (1999), self access materials whether adapted or developed should be constantly open to evaluation.
4. It has been found that the two institutions use different materials for the same grade level of learners. Therefore, this problem which related to syllabus of the institutions needs further investigation.

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Appendix A
A Questionnaire to be filled by the 10+3 Self-Access
(Distance Learners)
Addis Ababa University
Institute of Language Studies
Department of Foreign Languages and Literature
Graduate Studies Programme (2007)

Dear student,

The main purpose of this questionnaire is to collect data on the effectiveness of the English module used for 10+2 distance students.

You are an important source or you have first hand information since you have learnt the material in your English language learning. Therefore, I trust you that you will fill the questionnaire honestly and truthfully.

Thank you in advance.

Part 1: Students Profile

Please fill in the information carefully using a tick (✓) in the right place. Writing your name is not necessary.

Age:

- Below 18
 18-30
 31-40
 Above 40

Sex:

Male Female

Occupation:

Student Other (specify) _____

Motivation to learn English: (circle one)

Please note: 1= highly motivated, 5= slightly motivated

1 2 3 4 5

**Part II. Students Questionnaire to Evaluate the Self-access 10+2
English Module**

Put tick “√” in the right place

Please note 1= highly disagree,

2= disagree

3= partially agree/disagree

4= disagree

5= highly agree

		1	2	3	4	5
	A. Objectives					
1	Objectives are provided in all the activities in the module.					
2	The objectives in the module are clear and precise for the learners.					
	B. Meaningful language input					
3	The language use in the module is at the right level or can meet with the learners’ current level of English ability. It is not beyond the experience of the students.					
4	Summaries are included and written in simple language; and transcriptions of spoken texts, translations, glossaries and grammar is provided with enough information and with brief and easy examples.					
5	The language used in the module is authentic- i.e. like real- life English.					
6	The progression of grammar points and vocabulary items are appropriate.					
	C. Activities					
7	There are varieties of activities in the module.					
8	The activities are stimulating enough (e.g. the grammar points and vocabulary items are introduced in a motivating and realistic context).					
9	The module provides balance of activities (e.g. there is an even distribution of activities for fluency and accuracy).					
10	The activities in the module incorporate pair, group and individual work.					
11	The activities in the material encourage sufficient communicative and meaningful practice.					
12	The activities promote creative, original and independent responses.					
	D. Material Flexibility					
13	The material considers the different learning preferences of the learners or allows learners to select their preferred learning styles.					
14	The material provides different kinds of strategies for learning the English language.					
	E. Instructions					
15	The instructions in the material are written in a simple and clear language.					
16	The instructions in the material provide sufficient advice on the order in which various activities should be done, how they are to be done in (e.g. orally first then in writing), how much time they might take.					
17	The module provides sufficient advice to the learners on how to learn the different skill, how to plan his/her work, how to practice it, how to motivate his/her self to do it, how to undertake particular tasks, how to use speakers of the target language, how to assess his/her attainment, how to keep records of progress and so on.					

	F. Feedback and Tests					
18	The material provides answer keys and provides information or explain why the answers are correct.					
	G. Reference Materials					
19	The material contains reference materials like vocabulary glossary, and materials for how to pronounce individual words by combining cassette recording and notation with instruction on learning pronunciation.					
	H. Indexing					
20	The material provides content lists to enable the learners to find explanations of grammatical or discourse points.					
	I. Motivational Factors					
21	The lay out and design is appropriate and clear.					
22	The material is organized effectively.					
23	The material includes encouragements and warnings to the learner so as to stimulate the learner (e.g. 'Never get discouraged', or 'you are not merely making time, but making progress, slowly but surely'.)					
	J. Humanistic Nature					
24	The material encourages learners to make use of their experience of life, their interests, enthusiasms, their views, attitudes and feelings.					
25	The material interacts with the learner like a good interactive teacher.					
26	The material provides alternative activities to help learners to learn according to their learning styles.					
	K. Skills					
27	The module provides an appropriate balance of the skills-reading, writing, speaking and listening.					
	L. Content					
28	The content of the module is relevant to students needs as an English language learner.					
29	The content of the module is generally realistic.					
30	The content of the module is interesting, challenging and motivating.					
31	There is sufficient variety in the content of the module.					
32	The module do not culturally biased and does not portray any negative stereotypes.					
	M. Overall Consensus					
33	The module satisfies my interest of learning English language.					

Part III. Please add any constructive comment you want to supplement about the material.

Appendix B

A Questionnaire to Be Filled by the 10+2 English Language Self-Access (Distance) Tutors

**Addis Ababa University
Institute of Language Studies
Department of Foreign Languages and Literature
Graduate Studies Programme (2007)**

Dear tutors,

The main purpose of this questionnaire is to collect data on the effectiveness of the English language module used for 10+2 distance students.

You are an important source of information since you have been using the material in your English language tutoring experience. Therefore, I trust you that you will fill the questionnaire honestly and truthfully.

Thanks in advance

Part 1: Background Information

Please fill the information carefully using a tick (✓) in the right place. Writing your name is not necessary.

Sex: Male Female

Qualification:

Diploma BA degree
MA degree PhD

Part II. Questions to Evaluate the Self-access English Module 10+2

Put a tick “✓” were it is right for you

Please note 1= highly disagree, 4= agree
 2= disagree 5= highly agree
 3= partially agree/disagree

		1	2	3	4	5
	A. Objectives					
1	Objectives are provided in all the activities in the module.					
2	The objectives are clear and precise for the learners.					
	B. Meaningful language input					
3	The language use in the module is at the right level or can meet with the learners current level of English ability. It is not beyond the experience of the students.					
4	Summaries are included and written in simple language; and transcriptions of spoken texts, translations, glossaries and grammar is provided with enough information and with brief and easy examples.					
5	The language used in the module is authentic- i.e. like real- life English.					
6	The progression of grammar points and vocabulary items are appropriate.					
	C. Activities					
7	There are varieties of activities in the module.					

8	The activities are stimulating enough (e.g. the grammar points and vocabulary items are introduced in a motivating and realistic context).					
9	The module provides balance of activities (e.g. there is an even distribution of activities for fluency and accuracy).					
10	The activities in the module incorporate pair, group and individual work.					
11	The activities in the material encourage sufficient communicative and meaningful practice.					
12	The activities promote creative, original and independent responses.					
	D. Material Flexibility					
13	The material considers the different learning preferences of the learners or allows learners to select their preferred learning styles.					
14	The material provides different kinds of strategies for learning the English language.					
	E. Instructions					
15	The instructions in the material are written in a simple and clear language.					
16	The instructions in the material provide sufficient advice on the order in which various activities should be done, how they are to be done in (e.g. orally first then in writing), how much time they might take.					
17	The module provides sufficient advice to the learners on how to learn the different skill, how to plan his/her work, how to practice it, how to motivate his/her self to do it, how to undertake particular tasks, how to use speakers of the target language, how to assess his/her attainment, how to keep records of progress and so on.					
	F. Feedback and Tests					
18	The material provides answer keys and provides information or explain why the answers are correct.					
	G. Reference Materials					
19	The material contains reference materials like vocabulary glossary, and materials for how to pronounce individual words by combining cassette recording and notation with instruction on learning pronunciation.					
	H. Indexing					
20	The material provides content lists to enable the learners to find explanations of grammatical or discourse points.					
	I. Motivational Factors					
21	The lay out and design is appropriate and clear.					
22	The material is organized effectively.					
23	The material includes encouragements and warnings to the learner so as to stimulate the learner (e.g. 'Never get discouraged', or 'you are not merely making time, but making progress, slowly but surely'.)					
	J. Humanistic Nature					
24	The material encourages learners to make use of their experience of life, their interests, enthusiasms, their views, attitudes and feelings.					
25	The material interacts with the learner like a good interactive teacher.					
26	The material provides alternative activities to help learners to learn according to their learning styles.					
	K. Skills					
27	The module provides an appropriate balance of the skills.					
	L. Content					
28	The content of the module is relevant to my students needs as an English language tutor.					

29	The content of the module is generally realistic.					
30	The content of the module is interesting, challenging and motivating.					
31	There is sufficient variety in the content of the module.					
32	The module do not culturally biased and does not portray any negative stereotypes.					
	M. Conclusion					
33	The module is appropriate to achieve the objectives set by the institution.					
34	The module is suitable for 10+2 self-access (distance) Ethiopian learners.					
35	The module satisfies my students' language learning interest.					

Part III. Please add any constructive comment you want to supplement about the material.

Appendix C

Self-access Material Evaluation Checklist

No	Items	Level	Note
	Objectives		
1	Provision of objectives in all activities		
2	Clarity and preciseness of objectives		
	Language input		
3	Language level		
4	Language simplicity and provision of glossaries and grammar		
5	Language authenticity		
6	Grammar and vocabulary progression		
	Activities		
7	Variety		
8	Stimulation of the activities		
9	Balance of fluency and accuracy activities		
10	Balance of different learning modes		
11	Meaningfulness of the language practice		
12	Promotion of original and independent response activities		
	Material flexibility		
13	Learning style considerations		
14	Learning strategy consider rations		
	Instruction		
15	Instructional language simplicity and clarity		
16	Provision of advice on activities		
17	Provision of advice on learning, planning, practicing, motivation undertaking tasks etc		
	Feedback and answer keys		
18	Provision and in formativeness of the answer key		
19	Provision of pronunciation practice and recorded cassettes		
	Indexing		
20	Provision of content lists		
	Motivational Factors		
21	Lay out		
22	Organization		
23	Provision of encouragement and warnings		
	Humanistic Nature		
24	Encouragement of students to make use of their life experience, interest, attitudes and feelings		
25	Interaction of the material with the students		
26	Provision of alternative activities		
	Skills		
27	Balance of skills		
	Content		
28	Content relevance		
29	Content reality		
30	Content challenge motivation and interest		
31	Content variety		
	Content		
32	Culture bias		

Appendix D

**Addis Ababa University
Institute of Language Studies
Department of Foreign Languages and Literature
Graduate Studies Programme (2007)**

Dear evaluator,

The main purpose of this check list is to collect data on the effectiveness of the ELT module used for 10+2 self-access students of Alpha and St. Mary's University Colleges.

As an external evaluator, you are expected to give unbiased data. Your data will be highly important for the study.

Thank you in advance

External Self Access Material Evaluators Checklist

Please state your reaction.

If you highly agree, write agree 5.

If you agree, write 4.

If you partially agree/ disagree, write 3.

If you disagree, write 2.

If you highly disagree, write 1.

No	Criteria	Scales
	A. Objectives	
1	Objectives are provided in all the activities in the module.	
2	The objectives are clear and precise for the learners.	
	B. Meaningful language input	
3	The language use in the module is at the right level or can meet with the learners' current level of English ability. It is not beyond the experience of the students.	
4	Summaries are included and written in simple language; and transcriptions of spoken texts, translations, glossaries and grammar is provided with enough information and with brief and easy examples.	
5	The language used in the module is authentic- i.e. like real-life English.	
6	The progression of grammar points and vocabulary items are appropriate.	
	C. Activities	
7	There are varieties of activities in the module.	
8	The activities are stimulating enough (e.g. the grammar points and vocabulary items are introduced in a motivating and realistic context).	
9	The module provides balance of activities (e.g. there is an even distribution of activities for fluency and accuracy).	
10	The activities in the module incorporate pair, group and individual work.	
11	The activities in the material encourage sufficient communicative and meaningful practice.	
12	The activities promote creative, original and independent responses.	

	D. Material Flexibility	
13	The material considers the different learning preferences of the learners or allows learners to select their preferred learning styles.	
14	The material provides different kinds of strategies for learning the English language.	
	E. Instructions	
15	The instructions in the material are written in a simple and clear language.	
16	The instructions in the material provide sufficient advice on the order in which various activities should be done, how they are to be done in (e.g. orally first then in writing), how much time they might take.	
17	The module provides sufficient advice to the learners on how to learn the different skill, how to plan his/her work, how to practice it, how to motivate his/her self to do it, how to undertake particular tasks, how to use speakers of the target language, how to assess his/ her attainment, how to keep records of progress and so on.	
	F. Feedback and Tests	
18	The material provides answer keys and provides information or explain why the answers are correct.	
	G. Reference Materials	
19	The material contains reference materials like vocabulary glossary, and materials for how to pronounce individual words by combining cassette recording and notation with instruction on learning pronunciation.	
	H. Indexing	
20	The material provides content lists to enable the learners to find explanations of grammatical or discourse points.	
	I. Motivational Factors	
21	The lay out and design is appropriate and clear.	
22	The material is organized effectively.	
23	The material includes encouragements and warnings to the learner so as to stimulate the learner (e.g. 'Never get discouraged', or 'you are not merely making time, but making progress, slowly but surely'.)	
	J. Humanistic Nature	
24	The material encourages learners to make use of their experience of life, their interests, enthusiasms, their views, attitudes and feelings.	
25	The material interacts with the learner like a good interactive teacher.	
26	The material provides alternative activities to help learners to learn according to their learning styles.	
	K. Skills	
27	The module provides an appropriate balance of the skills.	
	L. Content	
28	The content of the module is relevant to the students need as an English expert.	
29	The content of the module is generally realistic.	
30	The content of the module is interesting, challenging and motivating.	
31	There is sufficient variety in the content of the module.	
32	The module does not culturally biased and does not portray and negative stereotypes.	

	M. Conclusion	
33	The module is appropriate to achieve the objectives set by the institution.	
34	The module is suitable for 10+2 self-access (distance) Ethiopia learners.	
35	The module satisfies students' language learning interest.	

Part II: Please state your constructive comments on the weaknesses of the module.

Appendix E

Questionnaire Summary Table

Question naire Item	Question Numbers	Purpose of the Questionnaire Item	Research question it Addresses	Description of the Questionnaire Item
A	1-2	To get data on the clarity and preciseness of the objectives.	1	This item is essential criteria in self-access ELT material evaluation process and it is taken as it is from questionnaires in use.
B	3-6	To get data on the language level and authenticity.	2	This item is the second essential criteria in evaluating ELT material and it is used as it is from questionnaires in use.
C	7-12	To gather data if activities are stimulating, balanced and encourage meaningful interaction.	3	This item is basic in ELT material evaluation. It is adapted and used for the self-access ELT evaluation purpose.
D	13-14	To get information on the flexibility of the materials, strategies and learning styles.	4	This item is designed based on the literature since it is so crucial criteria for self-access learning/teaching material evaluation.
E	15-17	To get data on the clarity and simplicity of instructions; and on the provision of advice.	5	This item is basic for evaluating self-access ELT material. It is designed based on the literature.
F	18	To get data on the quality and provision of feedback and answer keys.	6	This item is one of the basic criteria in evaluating ELT self-access material. It includes the provision and the quality or in formativeness. It is adapted from the questionnaires in use.
G	19	To get data on the provision of glossary, pronunciation guide materials-cassette recording.	7	This item is designed based on the literature. It is interesting criteria and designed based on the literature.
H	20	To get data on the provision of grammatical explanations and discourse points.	8	This item is one of the criteria in self-access material evaluation and it is designed based on the literature.
I	21-23	To get data on the lay out of the materials- how stimulating they are.	9	This item is one of the essential criteria in evaluating ELT material in general. It is used as it is from the questionnaires in use.
K	24-26	To get data on how the materials are humanistic to their users.	10	This item is included as an essential item in ELT material evaluation. It is believed that it is important in current material design. It is a newly designed criteria based on the literature
L	27	To get data if all skills both receptive and productive, skills are treated equally.	11	This item is taken from questionnaires in use. It is one of the crucial criteria.
	28-32	To get data if the contents in the materials are relevant, interesting, realistic, challenging, and motivating. To get data if the materials are free from culture bias.	12	This is a common and essential item for ELT material evaluation. It is taken from a questionnaire in use.

DECLARATION

I the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other universities.

Name: Leul Kinfu Tedla

Signature: _____

Place: Addis Ababa University, DFLL

Date of submission: August 6, 2007